

SHORT STUDIES PART

WORKING LESSONS

IN ENGLISH



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NEW YORK AND CHICAGO

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BARNES'
WORKING LESSONS
IN ENGLISH
OR
SHORT STUDIES
PARTS II & III
(*ENLARGED*)



Illustrated

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PREFACE

TEACHERS. who believe that pupils should learn to express their thoughts with ease and rapidity, either orally or in writing, will heartily welcome this little volume.

Accustomed to the listless iteration of grammatical nomenclature, a great surprise awaits the teacher who faithfully tries to carry out the author's methods as here developed.

Nothing delights a pupil more than to be able to apply principles already learned, and when the successive steps are so gradual that he passes from one to another without difficulty, his delight is doubled.

Many a bright boy completes the course in our public schools, thoroughly familiar with all the technical details of the subject of grammar, but woefully deficient in ability to express his thoughts.

Believing that pupils ought to be able to apply the principles of any science as fast as learned, this volume aims to furnish the largest possible amount of work for the pupils' hands and eyes, and to prevent the committing to memory of abstract facts without knowing the reasons therefor.

The active, restless mind of the young pupil must be kept occupied; and if, in addition to such mental activity, the hands and eyes are kept employed, intellectual development is assured.

P R E F A C E .

It will be simply impossible for the pupil to go through Part One of **SHORT STUDIES IN ENGLISH**, in the manner intended, without learning the use of Capitals, Punctuation, something of the structure of the English Sentence, and Letter-writing.

Each Language Exercise of this book should be specially used to develop the principle learned in the previous section. No teacher will attempt to teach every thing pertaining to a written exercise in one lesson; but will first develop the subject matter of the lesson, and, incidentally, that of all previous lessons. In this way, each exercise will be a constant daily review of all matter previously learned.

Teachers are earnestly requested to carry out the ideas of the author by having all work done as directed. It will avail but little to go over the book, committing definitions, without applying the principles.

Vary the exercises by using the slate, paper, or blackboard; also by supplying other exercises similar to those given in the book.

Use pictures from other books, magazines, or papers, to give new thoughts and ideas. The ability to vary an exercise is a great accomplishment in a teacher.

The perceptive faculties of the mind must be stimulated and thoughts engendered, before facility of expression can be expected.

PART II.

1. THE SENTENCE.

You may think of something that birds do.

You may now tell what you thought about birds.

What did you do first?

What did you do after you had thought?

*You may now think of something that cats do;
ducks; hens; monkeys.*

*Write what you have thought about each of these
animals.*

Example.—Ducks swim.

A thought expressed in words is a sentence.

EXERCISE.

*You may tell why each of the following groups of
words is a sentence.*

Wool is soft.

Boys like foot-ball.

Roses are fragrant.

Kittens are playful.

Swallows fly rapidly.

Showers cool the air.

Pansies are beautiful.

Oak-trees grow slowly.

EXERCISE.

You may write eight sentences, using in each, one of the following words:

bell	stone	home	thimble
mice	knife	spoon	carriage

2. UNITING SHORT SENTENCES.



THE QUAIL.

Quails eat berries and grain.

Quails eat small insects.

Quails fly low.

Quails sleep on the ground.

How many **sentences** are there in this group? Why is each a **sentence**?

We will unite these sentences.

Quails eat berries, grain, and small insects. They fly low, and sleep on the ground.

EXERCISE.

Unite the sentences in the following groups, and tell why each is a sentence.

Owls hoot.

Owls fly about at night.

Owls eat mice and birds.

Owls can see in the dark.



THE OWL.

A camel is a large animal.
 A camel has a long neck.
 It has a small head.
 A camel is kind and patient.
 It can easily travel over a
 sandy desert.

3. THE SUBJECT.

You may write a sentence about each of these words :

ants

birds

boys

tigers

lions

bears



THE CAMEL.

cows

horses

Example.—Birds fly among the branches of the trees.

What did you say about cows? About tigers?

About how many animals have you written?

What did you say about each?

That about which something is said, is a *subject*.

EXERCISE.

*You may write the **subjects** in the sentences given below. Tell why each is a **subject**.*

Model.— ——— is a **subject**, because it is **that about which something is said**.

Cats have soft fur.

Acorns grow on oak-trees.

Boys play base-ball.

Silk is made by silk-worms.

Dogs are fond of home.

Pea-nuts grow under ground.

Cows have parted hoofs.

Cocoa-nuts grow on palm-trees.

Horses are fond of sugar.

Snow melts when the sun shines.

4. USING CERTAIN WORDS AS SUBJECTS.

*You may write something about each of the **subjects** given below.*

Example.—Large whales || are seldom found.

*Place double vertical lines after each **subject**, as above.*

red roses	strong cord	large whales
new books	green grass	ripe strawberries
cold water	wild daisies	beautiful pictures
noisy boys	young birds	very tall pine-trees

*Tell why each is a **subject**.*

Model.—Large whales is a **subject**, because it is **that about which something is said**.

How many words are there in each of the **subjects** about which you have written?

A subject often consists of a number of words.

*You may write five **subjects**. Tell something about each. Explain why each is a **subject**.*

5. USE OF *THEM* AND *THOSE*.

*You may write the sentences given below, supplying in each, one of the words **them** or **those**.*

CAUTION.—Do not use **those** with a **singular noun**. Do not use **them** for **those**.

I saw —— on the table.
I should like to see ——.
—— books are Edward's.
Can you use —— skates?

How pretty —— lilies are.
Please bring me —— roses.
I think —— books are mine.
Please hand me —— apples.

6. LANGUAGE EXERCISE.



What is this boy doing?

Why does he carry the little girl?

What is the other little girl doing?

Why are these children walking in the water?

Where does the water come from?

How many boats do you see in the distance?

You may ask five other questions about this picture. Answer the questions, and connect the answers in the form of a story.

Explain each of the marks of punctuation you have used. Name the words that you have begun with capital letters, and give reason for the use of each capital.

7. THE PREDICATE.

Beavers swim.

What is the **subject** of this sentence?

What is said about **beavers**?

You may write something about each of the following subjects :

My new kite.

A pretty leaf.

The small chair.

A large book.

A sharp knife.

A bag of marbles.

The large box.

The young bird.

The spool of thread.

Examples.—The large box is square.

My new kite is a large one.

That which is said about a subject, is called a **predicate**.

EXERCISE.

You may supply subjects, and explain the sentences given below.

Models.—Sponge grows, is a sentence, because it is a thought expressed in words.

Sponge is the **subject**, because it is **that about which something is said**.

Grows is the **predicate**, because it is **that which is said of the subject**.

Sponge grows.

—— cackle.

—— draw loads.

—— sing.

—— jumps.

—— climb trees.

—— walk.

—— blossom.

—— have wings.

—— reads.

—— eat nuts.

—— make honey.

—— skate.

—— play ball.

—— build houses.

—— swim.

—— has a kite.

—— catch insects.

—— croak.

—— mow grass.

—— study lessons.

8. PREDICATES CONSISTING OF A NUMBER OF WORDS.

*You may supply **subjects**, and tell why each of the following is a **predicate**.*

—— has been seen in the window. —— plays with a ball. —— runs up stairs. —— grows in the garden. —— are caught in many parts of the ocean. —— are made of iron.

How many words are there in some of these **predicates**?

A predicate often consists of a number of words.

9. LANGUAGE EXERCISE.

Where is this boy standing?

What is he doing?

How do the boy's clothes seem?

Where is the boy filling his jug?

After he has filled the large jug with water, where will he carry it?

How old is the boy?

What time of the year do you think it is?



You may ask five other questions about this picture. Answer the questions, and connect the answers in the form of a story.

10. USE OF *IS*, *ARE*, *WAS*, AND *WERE*.

You may write the following sentences, supplying in each, one of the words is, are, was, or were.

They —— here. The sailor —— on the ship. The ashes —— taken away. The kittens —— asleep when I saw them. One of you —— mistaken. Six —— too many apples for you. The scissors —— broken by accident. My fingers —— frozen. It —— not your fault.

11. LANGUAGE EXERCISE.



You may write a description of rabbits, using the following

POINTS.—Soft fur; black, white, or gray; hind legs short; jumps very far; long ears; large eyes; short tail; eats grass and leaves of vegetables; chews the cud; very timid; flesh used for food.

12. USE OF *SHE*, *I*, *HIM*, AND *ME*.

*You may write the following sentences, supplying in each, one or more of the words **she**, **I**, **him**, or **me**.*

—— is older than —— . Ask —— to go with —— .
It was not —— whom I met. Shall you and —— go down
to the pond? Uncle Joseph came for you and —— . Those
gloves are for —— . That is not —— . It is —— . This
orange is for you and —— . Who will go? —— will go.
John went with you and —— .

13. KINDS OF NOUNS.

Two boys are in the same class: the name of one is Thomas;
the name of the other, Arthur.

Do you know which of these boys I mean, when
I say **boy**?

Why do you know which one I mean, when I say
Thomas?

Do you know which month I mean, when I say
month?

Why do you know which month I mean, when I
say **June**?

What then is the difference between the words
boy and **month**, and the words **Thomas** and
June?

Nouns like month, boy, and girl, are called **common nouns**.

A **common noun** is the name given to any one
of a class of objects.

Names like Thomas, Boston, June, and Monday, are called **proper nouns**.

A **proper noun** is the name of a particular object.

A **proper noun** must always begin with a **capital letter**.

*Point out the **common nouns** and **proper nouns** in the following sentences:*

John has more books than George. In July, our vacation will begin. August is a warm month. The President of the United States is inaugurated in the month of March.

EXERCISE.

*You may write ten **common nouns**. Tell why they are common nouns. Write ten **proper nouns**. Tell why they are proper nouns.*

14. LANGUAGE EXERCISES.



You may ask ten questions suggested by this picture. Answer the questions, and connect the answers in the form of a story.



You may ask ten questions suggested by this picture. Answer the questions, and connect the answers in the form of a story.

15. USING COMMON AND PROPER NOUNS.

*You may write the **common** and **proper nouns** given below, writing each kind in a separate column. Write something about each.*

Example.—The crayon is brittle.

pen	book	Utica	Albany
bell	ruler	pencil	ink-stand
slate	Lucy	Boston	Baltimore

*You may write five other **common** and five other **proper nouns**. Write something about each.*

*Tell why each noun you have used is called a **proper**, or a **common noun**.*

16. EXPLAINING SENTENCES.

You may explain the sentences given below, using this model.

- | | | |
|------------------------|---|------|
| 1. <i>Sentence.</i> | } | Why? |
| 2. <i>Subject.</i> | | |
| 3. <i>Predicate.</i> | | |
| 4. <i>Common noun.</i> | | |
| 5. <i>Proper noun.</i> | | |

Models.— ——— is a **common noun**, because it is the **name given to any one of a class of objects**.

——— is a **proper noun**, because it is the **name of a particular object**.

Caterpillars will change to butterflies. Swallows and robins like the homes of men. Many beautiful plants grow in the ocean. The swamps of Florida are called everglades. The life of the butterfly is short. William has read Robinson Crusoe. The leaves of the geranium are fragrant. Brooklyn is on Long Island.

17. UNITING SENTENCES.



THE WHALE.

You may unite the sentences in the following groups, as in section 96.

The whale is a large animal. The whale lives in the ocean. The whale has small eyes. The whale has small ears. The whale can hear quickly. Oil is made from the whale. Whale-bone comes from the whale.

Gold is a very useful metal. The color of gold is yellow. It is found in sand. Gold is found in rocks. It is used for coining money.

Paper was made in ancient times. It was made from the stems of the papyrus plant. Paper is now made from straw, old paper, rags, and wood. It is used for writing, printing, wrapping, car-wheels, pails, and fans.

Jennie and I went to Boston. We went to visit Aunt Lucy. We went to buy toys for little Mary. We bought her a doll and a doll's house. Aunt Lucy sent her some oranges. Uncle James took us to the Museum.

18. LANGUAGE EXERCISE.



You may write a story about dogs, suggested by this picture, using the following

POINTS.—How many dogs; different kinds; how alike; how different; what time of year; how dogs drink.

19. USE OF *FROZE* AND *FROZEN*.

*You may write the following sentences, supplying in each, one of the words **froze**, or **frozen**.*

Your ears have been ——. The lake is —— over. I am afraid I shall be ——. I hope my plants are not ——. The water —— in the pan. It —— an inch thick. The plants look as though they were ——. You look as though you were nearly ——.

20. DIAGRAMMING.

Trees || grow.

Why is this a **sentence**?

What is the **subject**?

What is the **predicate**?

Trees || grow
Some slowly.

What word limits the subject **trees**?

What word limits the predicate **grow**?

Words used to limit other words are called **modifiers**.

Where is the word limiting the **subject**, placed in the diagram?

Where is the word limiting the **predicate**, placed?

EXERCISE.

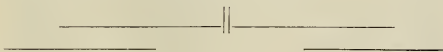
*You may diagram the following sentences, pointing out the **limiting-words**.*

Some men act foolishly.
 Dirty streets look badly.
 Many birds sing sweetly.

Many children read nicely.
 Many persons write poorly.
 The church-bells ring slowly.

21. COMPOSING SENTENCES.

You may compose five sentences, and diagram them according to the following model.



22. LANGUAGE EXERCISE.

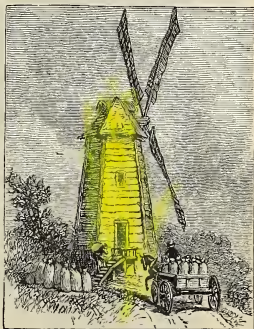
What is this building called?

What is its shape?

What has it on one side?

For what is it used?

What is the man in the cart doing?



You may ask five other questions about this picture. Answer the questions, and write a description of a wind-mill.

THE WIND-MILL.

23. USE OF **FORGOTTEN** AND **FORGOT**.

*You may write the following sentences, supplying in each, one of the words **forgot**, or **forgotten**.*

You have —— your hat. Who has —— to bring paper?
 I —— the bouquet you gave me. Who said it was ——?
 I have —— mine. I —— to tell you who called,

24. LANGUAGE EXERCISE.



A LIGHT-HOUSE.

You may describe this picture, using the following

POINTS.—On the sea-shore; thick stone walls; high; large lantern; dark night; strong light, far out on the water; guides sailors; saves lives; strong foundation; dashing waves; faithful keeper.

25. USE OF *TEACH* AND *LEARN*.

To **teach**, is to give instruction.

To **learn**, is to receive instruction.

*You may write the following sentences, supplying in each, one of the words **teach**, or **learn**.*

I can — my lesson. Will you — me to draw? How long will it take you to — me? I can not — my geography lesson. Will you — me how to skate? Do not ask me to — you. You will not — me how to knit.

26. DIAGRAMMING.

Beautiful violets blossom early in the spring.

violet		blossom
Beautiful		early in the spring.

This is a **sentence**, because it is a **thought expressed in words**.

Beautiful violets is the **subject**, because it is **that about which something is said**.

Beautiful is an **adjective modifier** of the noun **violets**.

Blossom early in the spring is the **predicate**, because it is **that which is said of the subject**.

Early in the spring is an **adverbial modifier** of the verb **blossom**.

EXERCISE.

In the same manner, you may diagram and explain the following sentences:

Wild roses grow plentifully in waste places. Indian corn grows rapidly in hot weather. Busy farmers rise early in the morning. Beautiful ferns are found in deep woods. Common buttercups are seen by dusty road-sides. The sweet-flag blossoms freely in moist meadows. Tiger-lilies wave gracefully in wet places.

27. LANGUAGE EXERCISE.

COTTON.

You may write a description of the cotton-plant, using the following

POINTS.— Plant ; shrubby ; flower, red, purple, yellow ; grows in warm climates ; blossoms about June ; picking begins about August ; India the oldest cotton-producing country ; introduced into this country in 1536 ; first



cotton-mill in the United States, 1791 ; Eli Whitney's cotton-gin, 1793 ; woven into cloth ; used in hospitals, for burns and wounds ; United States greatest cotton-producing country ; labor of production done chiefly by negroes ; important article of commerce.



28. USE OF *SPOKE* AND *SPOKEN*.

*You may write the following sentences, supplying in each, one of the words **spoke**, or **spoken**.*

He ——— very well. Willie ——— with ease. You have ——— too soon. The man ——— in German. I should have ——— louder. Have they ——— to you about it? Has Edward ——— to you about it? Who said you had ——— of it? He has ——— the truth.



29. LANGUAGE EXERCISE.

You may write a story, suggested by these pictures.

POINTS.—Dog ran; barked; through field; saw frog; grass; bank; large; spotted; long jumps; swam; shore; hid; under stumps; safe; croaks; at night; ponds, ditches, and marshes.



30. NOUN COMPLEMENTS.

General Grant was president.

What is the **predicate** of this sentence?

What word in the predicate tells **what** Grant was?



What part of speech is **president**?

If we should say **General Grant was**, the sentence would be incomplete.

What word in the sentence completes the meaning of the verb **was**?

When a word is used to **complete the meaning** of a verb, it is called its **complement**.

When a **noun** is used to complete the meaning of a **verb**, it is called a **noun complement**.

EXERCISE.

*You may point out the **noun complements** in the sentences given below. Explain why each is a **complement**.*

Model.— — is a **noun complement**, completing the meaning of the **verb** —.

Iron is a metal.

Webster was an orator.

Oysters are bivalves.

Morse was an inventor.

Wood was a botanist.

The book is a geography.

Asbestos is a mineral.

The general is an invalid.

Longfellow was a poet.

The horse is a quadruped.

31. FORMING SENTENCES WITH NOUN COMPLEMENTS.

*You may form sentences, using in each, one of the words given below, as **noun complements**. Explain why each is a **complement**.*

ax

shell

paper

whale

log

book

house

ostrich

hat

stove

camel

leopard

bird

wood

string

elephant

32. LANGUAGE EXERCISE.

This is Speckle. What is she doing?

What will she do after she eats the corn?



What is Speckle doing now?

What happened to Speckle's nest of eggs?



You may ask other questions about these pictures. Answer the questions, and connect the answers in the form of a story.

33. USE OF *WHO* AND *WHOM*.

You may write the following sentences, supplying in each, one of the words, who or whom.

To —— are you writing? To —— do you refer? —— do you look for? From —— is your letter? —— will carry the parcel for me? To —— will you take the grapes? —— will go if I do not? —— did you invite? For —— are these flowers? To —— was the offer made?

34. ADJECTIVE COMPLEMENTS.

Gold is yellow.

What is the **subject** of this sentence?

What is the **predicate**?

What word **completes the meaning** of the verb **is**?

What part of speech is **yellow**?

When an **adjective** is used to complete the meaning of a verb, it is called an **adjective complement**.

EXERCISE.

*You may point out the **adjective complements** in the sentences given below. Explain each.*

Model.— —— is an **adjective complement**, completing the meaning of the verb ——.

Ice is cold.

Chalk is brittle.

Clover is fragrant.

Fur is soft.

Lemons are sour.

The pencil is black.

Coal is useful.

Dogs are faithful.

Kittens are playful.

Lead is heavy.

A tiger is striped.

Acorn cups are rough.

Gold is yellow.

Oranges are juicy.

The summer is warm.

EXERCISE.

*You may form sentences containing the words given below, used as **adjective complements**. Explain each sentence.*

fine

large

round

honest

bold

black

bright

square

long

small

coarse

beautiful

high

green

pretty

sparkling

35. LANGUAGE EXERCISE.



EDWIN LEE AND HIS MOTHER.

Where are Mrs. Lee and Edwin?

What season of the year is it?

What is Edwin doing?

Why does he tie up the flowers?

What kind of flowers are they?

What is Mrs. Lee doing?

For whom do you think she is knitting the stocking?

You may ask ten other questions suggested by this picture. Answer the questions, and connect the answers in the form of a story.

36. OBJECT COMPLEMENTS.

The soldiers built the fort.

What was it the soldiers **built**?

What word completes the meaning of the verb **built**?

What kind of a verb is **built**?

What **pronoun** could be used in place of the words, **the fort**?

A noun, or pronoun, used to complete the meaning of a verb, is called an **object complement**.

EXERCISE.

*You may write the sentences given below, supplying **object complements** in the vacant places. Tell why each is an **object complement**.*

Ships carry ——.

California produces ——.

James bought ——.

Colorado mines yield ——.

Coral insects build ——.

Edward made a large ——.

Ships visit foreign ——.

New York State produces ——.

Each boy carried a ——.

George has been studying ——.

Model.—George has been studying Latin.

Latin is the **object complement** of the verb **has been studying**.

37. FORMING SENTENCES WITH OBJECT COMPLEMENTS.

You may write sentences, using the following verbs.

*Each sentence must have an **object complement**.*

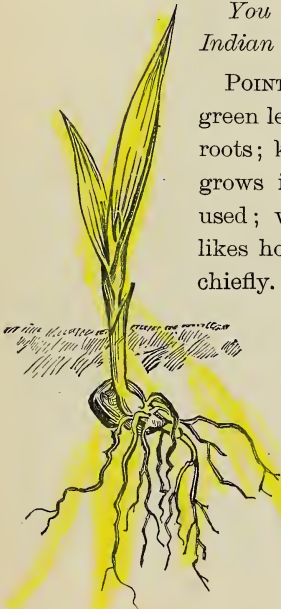
Example.—George received the letter.

saw	wrote	bought	has learned
made	sewed	followed	had painted
saved	sawed	had given	was singing
found	picked	is learning	have learned

38. LANGUAGE EXERCISE.

You may write a description of Indian corn, using the following

POINTS.—Tall; straight; glossy; green leaves; jointed stems; fibrous roots; kernels hard; yellow; white; grows in cool climates; for what used; which states produce most; likes hot weather; by whom raised chiefly.



INDIAN CORN.

39. TRANSITIVE AND INTRANSITIVE VERBS.

1. William laughed.
2. George has seen a wind-mill.

In which of these sentences is the **object complement**?

Can you add an **object complement** to the first sentence?

*You may write in one column all the **verbs** in the following list, after which **object complements** can*

*be placed; and in another column, you may write all those after which an **object complement** can not be placed.*

ate	wept	came	drank
ran	drive	listen	sawed
sung	crept	begin	sprung
drew	arose	swam	shrank

A verb that requires an object complement, is called a **transitive verb**.

A verb that does not require an object complement, is called an **intransitive verb**.

EXERCISE.

*You may explain the **transitive** and **intransitive verbs** in the following sentences.*

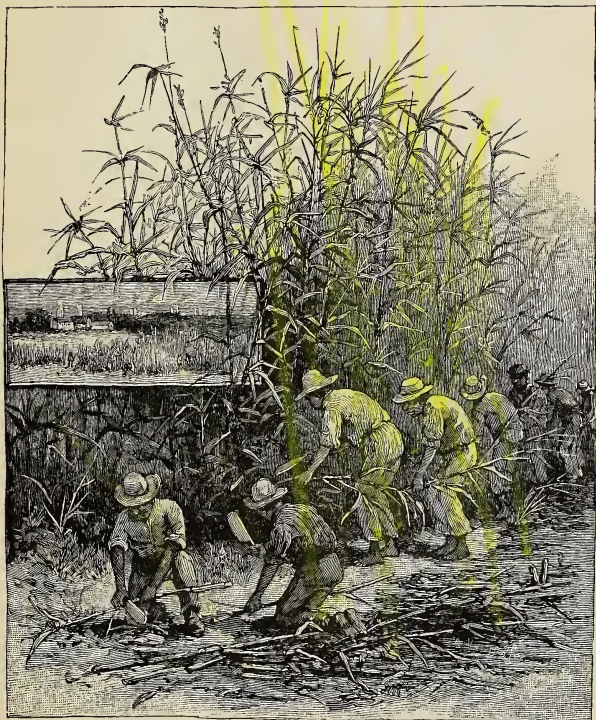
Birds fly.	Pansies bear seed.
Minnie runs.	Emma shells peas.
William laughs.	Pine-trees bear cones.
Bees make wax.	Reindeer draw sledges.
The baby smiles.	Julia waters the plants.
Rushes grow tall.	Woodpeckers eat insects.
The boat has oars.	The men are making hay.

40. USE OF WOVE AND WOVEN.

*You may write the following sentences, supplying in each, one of the words **wove**, or **woven**.*

The carpet is ———. The straws were ——— together. Emma ——— the rushes into a basket. Silk is ——— by machinery. Sarah ——— a mat. I saw colored yarn ——— into a bird's nest. How beautifully the cloth is ———. The mat is ——— evenly.

41. LANGUAGE EXERCISE.



You may write a story suggested by this picture, using the following

POINTS.—Plant; hot climates; tall; slender; raised from cuttings; every year; useful; juice in stalk;

pressed out; sugar-mill; boiled; evaporated: molasses; sugar.

42. FORMING SENTENCES WITH TRANSITIVE AND INTRANSITIVE VERBS.

You may select twenty verbs from your Reader, and write them in a column.

*Write the letters **t v** after each **transitive verb**, and **i v** after each **intransitive verb**.*

You may form sentences, containing the verbs you have written.

43. LANGUAGE EXERCISE.

You may tell something about bats, using the following

POINTS.—Body like a mouse; large ears; strong, large wings; has claws on its wings; for what used; flies rapidly; likes darkness; sleeps all day; head downward; hangs; how; eats insects and fruits; has four large front teeth; other teeth small; is found in hollow trees, caves, under the roofs of



THE BAT.

houses, and in old buildings.

44. LIMITING NOUNS.

1. The author, Charles Dickens, wrote David Copperfield.
2. Charles Dickens, the author, wrote David Copperfield.

What is the **subject** of the first sentence?

What is the **subject** of the second sentence?

What words in the first sentence **explain** what author wrote **David Copperfield**?

What words in the second sentence **explain** what **Charles Dickens** was?

What part of speech is **author**?

What part of speech is **Charles Dickens**?

The words **Charles Dickens**, in the first sentence, and **author**, in the second sentence, are **explaining nouns**.

A noun is often used to explain another noun.

*Notice commas inclosing **Charles Dickens**, in first sentence, and **the author**, in second sentence.*

Explaining nouns are set off by commas.

EXERCISE.

Explain the sentences given below.

Model.—Tennyson, the poet, wrote Locksley Hall.

Tennyson is the **subject**, because it is that about which something is said; **wrote Locksley Hall**, is the **predicate**, because it is that which is said of the **subject**; **wrote** is the **verb** limited by the **object complement Locksley Hall**; **poet** is a **noun**, explaining the **noun Tennyson**.

Hudson, the navigator, discovered the Hudson River. Longfellow, the poet, wrote Evangeline. Washington Irving, the author, wrote the Sketch Book. Brown, the fisherman, was drowned. Richards, the carpenter, built an arbor.

45. FORMING SENTENCES WITH EXPLAINING NOUNS.

*You may form ten sentences, using the words given below, as **explaining nouns**. Explain each sentence. Punctuate as in model, page 29.*

tailor
judge
editor

hatter
grocer
lawyer

farmer
banker
weaver

teacher
merchant
conductor

46. LANGUAGE EXERCISE.



You may write ten questions suggested by this picture. Answer the questions, and connect the answers in the form of a story.

47. USE OF *DONE* AND *DID*.

*You may write the following sentences, supplying in each, one of the words **done** or **did**.*

I —— the greater part of it. The dress is ——. Who —— this? The carpenter has —— his work well. Who said I —— that? He has —— his work well. The gardener has —— his work. Albert —— it himself. I —— three exercises. Joseph —— his example.

48. COMPLEMENTS.

Ants eat insects.

Booth is an actor.

Deer are graceful.

Horses draw loads.

Owls are night birds.

Camels bear burdens.

William is a surveyor.

Boats carry passengers.

Quicksands are dangerous.

The grizzly bear is savage.

*You may explain each sentence given above, copying the **object complements**, **noun complements**, and **adjective complements**, in separate columns.*

EXERCISE.

*You may write sentences, each containing one of the following words, used as an **object complement**:*

box

wood

stove

sled

pencil

*Write sentences, each containing one of the following words, used as a **noun complement**:*

birds

carts

horses

trees

rocks

*Write sentences, each containing one of the following words, used as an **adjective complement**:*

slender

sto

fine

high

round

49. CHANGING COMPLEMENTS TO EXPLAINING NOUNS.

1. Eli Whitney was a farmer's son.
2. Eli Whitney, a farmer's son, invented the cotton-gin.

NOTE.—The words **limit** and **modify**, will be used hereafter as meaning the same.

What kind of a **complement** is **farmer's son**, in the first sentence?

In what way are the nouns, **farmer's son**, used in the second sentence?

A noun complement may become an explaining noun.

EXERCISE.

*In the groups of sentences given below, tell whether the second noun is used as a **complement**, or as an **explaining noun**. Explain the **complements** and the **explaining nouns**.*

Washington was a Virginian.

Washington, the Virginian, was the first president.

Carl was an art student.

Carl, the art student, won a gold medal.

Lafayette was a Frenchman.

Lafayette, the Frenchman, visited America.

Charles Sumner was a statesman.

Charles Sumner, the statesman, was a lawyer.

Edward Hitchcock was a geologist.

Edward Hitchcock, the geologist, was an author.

William Cullen Bryant was a poet.

William Cullen Bryant, the poet, wrote "Thanatopsis."

50. LANGUAGE EXERCISE.



You may ask ten questions suggested by this picture. Answer the questions, and connect the answers in the form of a story.

51. USE OF *RODE* AND *RIDDEN*.

*You may write the following sentences, supplying in each, one or both of the words **rode** or **ridden**.*

Have you ——— far to-day. Albert ——— in the cars when he could have ——— in a carriage. I ought to have ———. He asked me if I had ———. They ——— to the mill. You should have ———. We ——— to the village. I should like to have ———. Mary has ——— to-day.

§ 2. FORMING SENTENCES WITH COMPLEMENTS AND EXPLAINING NOUNS

*You may form sentences, using the words given below, as **complements**, and as **explaining nouns**.*

Example.—James White is a merchant

James White, the merchant, has gone to Europe.

girl	lawyer	German	Frenchman
boy	scholar	merchant	mail-carrier
doctor	painter	book-seller	dress-maker

§ 3. USE OF **OUGHT TO** AND **SHOULD**.

*You may write the sentences given below, supplying in each, the words **ought to**, or **should**.*

The word **ought** denotes an obligation, or duty; **should** denotes a fitness, or expediency.

California —— have the medal as a fruit state. We —— be clean and neat. You —— go to-day. Mary —— go home now. Children —— be obedient. He —— go, and he —— be made to go at once.

§ 4. USE OF **STOLE** AND **STOLEN**.

*You may write the sentences given below, supplying in each, one of the words **stole**, or **stolen**.*

CAUTION.—*Be careful to use the proper word. **Stole** is often incorrectly used for **stolen**.*

The coat has been ——. Who do you think —— it? My lunch was ——. How do you know that it was ——? I never —— in my life. Joseph's satchel has been ——. That is the person who —— the grapes. His hat has been ——.

55. LANGUAGE EXERCISE.



EVA AND BLIND HARRY.

What is this little girl doing?

What seems to be the matter with the little boy's eyes?

Where are the children sitting?

To what are they listening?

Where do you think the birds are?

Who do you think it is that is looking at the children?

You may ask four other questions suggested by this picture. Answer the questions, and connect the answers in the form of a story.

56. EXPLAINING NOUNS, AND NOUN COMPLEMENTS.

1. Bryant was a poet.
2. Bryant, the poet, was an editor.
3. The poet, Bryant, was an editor.

What is the **subject** of the first sentence?—what of the second?—what of the third?

What is the noun **poet** in the first sentence?—what in the second?—what in the third?

EXERCISE.

You may point out, in the following sentences, the explaining nouns, and the complements.

Robert Burns was a poet.

Burns, the poet, was a farmer.

The poet, Burns, was a farmer.

Pestalozzi was a teacher.

Pestalozzi, the teacher, was a reformer.

The teacher, Pestalozzi, was a reformer.

Edison is an inventor.

Edison, the inventor, improved the electric light.

The inventor, Edison, improved the electric light.

Bancroft is a historian.

Bancroft, the historian, is an author.

The historian, Bancroft, is an author.

EXERCISE.

You may write sentences, using the following names as explaining nouns:

Franklin.

Howe.

Fulton.

Morse.

57. LANGUAGE EXERCISE.



You may ask ten questions suggested by this picture. Answer the questions, and connect the answers in the form of a story.

58. USING ADJECTIVE COMPLEMENTS.

*You may form sentences, using in each, one or more of the following adjectives, as **adjective complements**:*

red	large	round	smooth
fine	small	young	common
rare	white	square	excellent
blue	rough	twisted	beautiful

59. LANGUAGE EXERCISE.



You may ask five questions suggested by this picture. Answer the questions, and write a description of birds, using the following

POINTS.—Small bodies; large wings; strong wings; light bones; keen sight; claws; of what use; colors of feathers; different songs; love for young.

60. USE OF *WAS* AND *WERE*.

You may write the following sentences, supplying in each, the words was or were.

Misses Ella, Jennie, and Sarah Lee —— invited. The people —— invited to vote. The ashes —— put into the barrel. The audience —— much pleased. When —— you in the city? If I —— you, I should go. I —— there, —— you? —— the clothes new? The jury —— not able to agree. The chimneys —— tall and large. A committee of three —— appointed. —— you on your way down town? The flock of sheep —— scattered. I wish I —— in Florida. How I wish I —— an artist. I —— away from the city yesterday.

61. PREPOSITIONAL PHRASES.

to	off	from	except
at	for	amid	during
of	into	along	among
in	over	down	around
on	near	about	against
by	after	above	beneath

After each of these prepositions, you may write a noun or a pronoun.

Examples.—Against them.

From the city.

About the farm.

Above the house.

A preposition with the noun or pronoun following, is called a prepositional phrase.

You may compose sentences, using in each, one or more of the prepositional phrases you have written.

EXERCISE.

1. He walked rapidly. 2. He walked with rapidity.

What word in the first sentence modifies the verb **walked**?

What does the prepositional phrase, **with rapidity**, modify?

*Compose ten sentences containing **prepositional phrases**.*

*In the sentences you have written, you may tell what each one of the **prepositional phrases** limits.*

62. LANGUAGE EXERCISE.



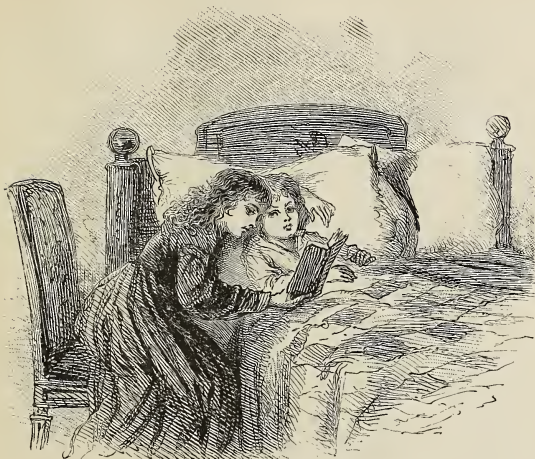
SAIL-BOAT.

Pupils may write a description of each of these boats.



CHINESE JUNK.

Compare the boats in these pictures: tell in what ways they are alike; in what ways they are different.



ALICE AND HER BROTHER.

You may ask ten questions suggested by this picture. Answer the questions, and connect the answers in the form of a story.

63. USE OF LAYING AND LYING.

*You may write the sentences given below, supplying in each, one of the words **laying** or **lying**.*

Notice which one of these words requires an object complement.

I saw six ships — at anchor. The dust is — upon the leaves. The — of the Atlantic cable was a success. The leaves are — on the grass. We are — our plans for the summer. Robbers were — in wait for him. The valley is — in shadow. A book is — on the table.

64. CHANGING POSSESSIVE NOUNS TO PREPOSITIONAL PHRASES.

1. California's great trees are cedar.
2. The great trees of California are cedar.

What are the modifiers of the **subject** in the first sentence?

What words in the second sentence mean the same as **California's** in the first sentence?

EXERCISE.

*Rewrite each of the sentences given below, changing the **possessive nouns** to **prepositional phrases**, and supplying such other words as may be necessary. Explain each sentence, subject, predicate, and limiting-word.*

Example.—Longfellow's poems are household words.

The poems of Longfellow are household words.

The Hudson's banks are romantic. The bluebird's arrival is a sign of spring. Australia's eastern coast is rugged. Elephants' tusks are ivory. Rivers' beds are often sandy. Washington's home was Mount Vernon. The rose's petals are used in making a perfume. Deer's hoofs are divided into two parts.

65. USE OF *SITTING* AND *SETTING*.

*You may write the following sentences, supplying in each, one of the words **sitting** or **setting**.*

A man is —— on the porch. James is —— out tomato-plants. The sun is just —— . I am —— still. I am tired of —— so still. She is —— near the table. The —— sun looks red. Ella is —— under a tree in the yard.

EXERCISES IN DIAGRAMMING.

EXERCISES IN DIAGRAMMING.

EXERCISE STRENGTHENS.

Exercise | strengthens

WOLFE CAPTURED QUEBEC.

Wolfe | captured | Quebec

FIREMEN ARE COURAGEOUS.

Firemen | are | courageous

LA FAYETTE AND KOSCIUSKO AIDED AMERICA.

La Fayette
and | aided | America
Kosciusko

SUNSHINE PURIFIES AND INVIGORATES.

Sunshine | purifies
and
invigorates

PETER STUYVESANT WAS BRAVE BUT STUBBORN.

Peter Stuyvesant | was | stubborn
but
brave

THE GALLANT GREEN MOUNTAIN BOYS FOUGHT VERY BRAVELY.

Green Mountain Boys | fought
The gallant | bravely
very

ALEXANDER'S WAR-HORSE, BUCEPHALUS, WAS AFRAID OF HIS SHADOW.

war-horse | was | afraid
Alexander's | of
Bucephalus | shadow
his

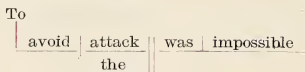
MENENDEZ, INVADING FLORIDA, FOUNDED ST. AUGUSTINE.

Menendez | founded | St. Augustine
invading | Florida

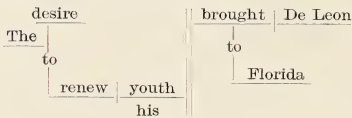
NOTE.—The participle, *invading*, represents an assumed action.

EXERCISES IN DIAGRAMMING.

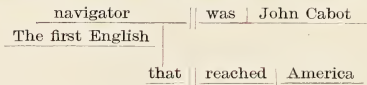
TO AVOID THE ATTACK WAS IMPOSSIBLE.



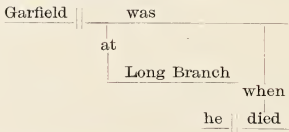
THE DESIRE TO RENEW HIS YOUTH, BROUGHT DE LEON TO FLORIDA.



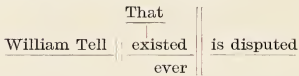
THE FIRST ENGLISH NAVIGATOR THAT REACHED AMERICA WAS JOHN CABOT.



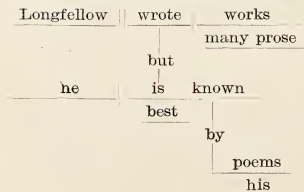
GARFIELD WAS AT LONG BRANCH WHEN HE DIED.



THAT WILLIAM TELL EVER EXISTED IS DISPUTED.



LONGFELLOW WROTE MANY PROSE WORKS, BUT HE IS BEST KNOWN BY HIS POEMS.



66. LANGUAGE EXERCISE.

What is this boy doing?
How many fish has he
caught?

Where do you think
he lives?

Who lives with him?

To whom will he carry
his fish?

*Ask ten other questions
about this picture. An-
swer the questions, and
connect the answers in
the form of a story.*

67. CHANGING PREPOSITIONAL PHRASES
TO POSSESSIVE NOUNS.

*You may rewrite the sentences given below,
changing the **prepositional phrases** to **possessive
nouns**. Diagram each sentence, and explain the
possessive nouns.*

The first settlers of New York were traders from Holland. The composer of the Star Spangled Banner was Francis S. Key. The father of Columbus was a wool-comber. The dry-docks of Brooklyn are the finest in America. The tides of London rise eighteen feet. The home of the condor is in the Andes. The compass of the mariner directs him at sea. The best friend of the farmer is the robin. The food of the robin is worms and insects.

68. LANGUAGE EXERCISE.



You may ask ten questions suggested by this picture. Answer the questions, and connect the answers in the form of a story.

69. USE OF *SITS* AND *SETS*.

*You may write the following sentences, supplying in each, the words **sits** or **sets**.*

The wild duck — on her nest. She — the pitcher on the table. Any one who — in a draft may take cold. The blackbird — on her eggs three weeks. See! the sun — in a bank of clouds! Court — to-day. The gardener — on a box while he — out the plants.

70. CONTRACTIONS.

- | | |
|------------------------|----------------------|
| 1. You're going. | You are going. |
| 2. I'm not going. | I am not going. |
| 3. Aren't you going? | Are you not going? |
| 4. I haven't the book. | I have not the book. |

In how many ways is the first sentence written?

Instead of the words **I am**, what is written in the second sentence?

Instead of the words **are not**, what is written in the third sentence?

What letter is omitted when the words **you are** are contracted to **you're**?—when the words **I am** are contracted to **I'm**?

How is the contraction of **have not**, written in the fourth sentence? What letter is omitted?

What mark denotes the omission of the letter **o**?

When words are contracted in spelling, the omission of letters is indicated by an **apostrophe** (**'**).

Don't, **can't**, **won't**, and **shan't**, are commonly written as single words.

The **apostrophe** is also used to denote the **plurals of figures, letters, and signs**.

Examples.—Mind your **p's** and **q's**,

Cross your **t's** and dot your **i's**,

Make your **8's** and **3's** accurately,

Be careful how you make your **+'s** and **-'s**.

CAUTION.—*The contraction, **don't**, should never be used with the singular pronouns **he, she, or it** (unless preceded by **if**).*

A LIST OF COMMON CONTRACTIONS.

I'd	I would	'twere	it were
I'll	I will	shan't	shall not
'tis	it is	hadn't	had not
I've	I have	you've	you have
he'd	he would	they're	they are
ne'er	never	thou'rt	thou art
can't	can not	'gainst	against
don't	do not	mayn't	may not
won't	will not	'mongst	amongst
'twill	it will	couldn't	could not
'twas	it was	oughtn't	ought not
you'll	you will	wouldn't	would not
hasn't	has not	shouldn't	should not

EXERCISE.

The pupil may write from memory as many sentences as possible, containing the contractions already given.

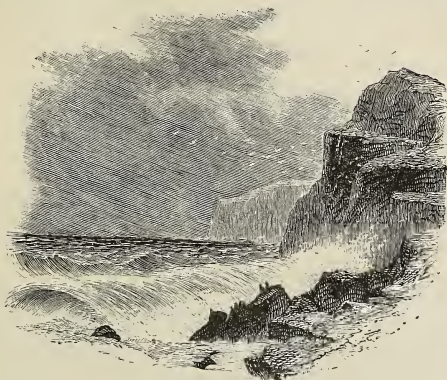
71. USE OF **MORE** AND **MOST**.

*You may write the sentences given below, supplying the words **more** or **most**.*

The word **more** implies being greater in any way, increased, or superior; **most** implies being greatest in number, excelling in quantity, or superior to all others.

The —— wealthy people are not always the —— happy. Some children are —— studious than others. I am now —— willing to go. Charles is —— generous than James. Henry is a —— faithful boy than his brother. He can be —— active if he chooses. I shall be —— happy to see you. This orange is —— juicy than that one.

72. LANGUAGE EXERCISE.



Pupils may write a story suggested by these two pictures.



73. COMPOUND SUBJECTS.

1. Eagles and condors eat flesh. 2. He and I expect to go

*Name the **subjects** in these sentences.*

What word connects **eagles** and **condors**?

What word connects **he** and **I**?

What part of speech is **and**?

A subject made up of **two** or **more nouns** or **pronouns** connected by a **conjunction**, is called a **compound subject**.

Diagram and explain the following sentences :

Oranges and bananas are kinds of fruit. Leopards and tigers are flesh-eaters. Cassia and cinnamon are kinds of bark. Firs and hemlocks are evergreen trees. Cotton and tobacco are plants. Ants and bees are insects.

EXERCISE.

You may compose ten sentences like those given above. Diagram and explain each.

74. COMPOUND PREDICATES.

Fruit ripens and falls.

How many **verbs** are there in this sentence?

When a **predicate** contains **two** or **more verbs** connected by a **conjunction**, it is called a **compound predicate**.

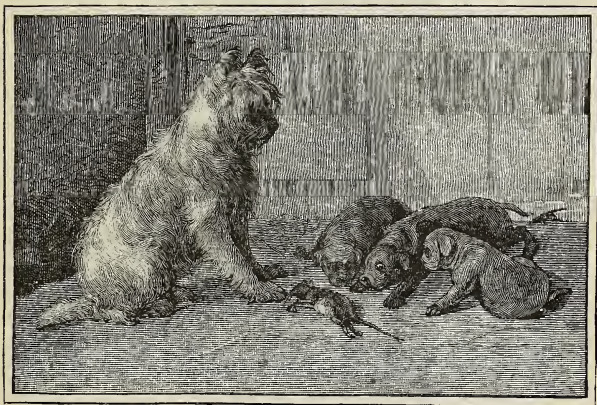
You may diagram and explain each of the following sentences.

Frogs swim and hop. Some grasshoppers jump and fly. Some bears swim and climb. Parrots talk and whistle. Monkeys scream and chatter. Water ripples and roars. Stars shine and twinkle. Geese swim and dive.

EXERCISE.

You may compose, diagram, and explain ten sentences like those given above. (Use models given in sections 114, 120, and 110.)

75. LANGUAGE EXERCISE.



You may write a description of this picture, using the following

POINTS.—Terrier; puppies; rat; floor; caught; smell; frightened; rats; looks; watching; ears; straight.

76. COMPOUND SENTENCES.

1. Peacocks scream.

2. Hens cackle.

*You may unite these sentences, using a **conjunction**, as **and** or **but**.*

In the same manner, you may connect the following sentences.

Hens walk.

Ducks swim.

Mice nibble.

Rats gnaw.

Wood burns.

Asbestos will not burn.

Stars twinkle.

Diamonds sparkle.

Sparrows chirp.

Canaries sing.

Roses have thorns.

Locust-trees have spines.

Two sentences, united by a **conjunction like **and** or **but**, form what is called a **compound sentence**.**

*You may write ten **compound sentences**. Explain each.*

77. DIAGRAMMING SENTENCES.

Pupils may diagram and explain the following sentences.

De Soto died, and his men buried him in the Mississippi River. We looked for a heavy shower, for the clouds were very dark. Lucy went into the garden for roses, but they had all been picked. I hope Nellie will call, for I should like to go with her. The children went to the tree for some cherries, but the birds had taken them all. Emma could not read the story to me, because James had taken away the book. The boatman lowered the sail, for he saw a storm coming on. We looked out at the window, and we saw the moon shining on the lake.

78. FORMING SENTENCES CONTAINING THE
CONJUNCTIONS *AND*, *BUT*, *ETC.*

You may form ten sentences, each containing one of the conjunctions and, but, if, or or. Explain each sentence.

79. LANGUAGE EXERCISE.



You may describe this picture, using the following

POINTS. — Mary; Charles; Speckle; happy; nest; little chickens; six; coop; eat; water; carry; apron; barn; hay; smiles.

80. USE OF *RAISE*, *RISE*, *ROSE*, *RISEN*.

You may write the following sentences, supplying in each, one of the words raise, rise, rose, or risen.

The river has —— a great deal. I saw the sun —— this morning. I can not —— this window. The sun —— at five this morning. The sun has —— . I wish you would —— from the floor. Has the dough —— ? It will not —— . Henry —— at six this morning. I —— as soon as you called me. I would rather not —— . I should have —— earlier. At what time did you —— ?

81. ACTIVE FORMS CHANGED TO
PASSIVE FORMS.

1. The men built the fort. 2. The fort was built by the men.

Do these sentences express the same fact?

What is the **verb** in the first sentence? Is it **transitive** or **intransitive**?

What is the **verb** in the second sentence?

What word is the **object complement** in the first sentence?

What part of the second sentence is the word **fort**?

What kind of a phrase is **by the men**?

A **passive verb** is one whose subject may be the object complement of its active form.

Passive.—The ship was navigated by the captain.

Active.—The captain navigated the ship. (**Object complement.**)

When the object complement in one sentence, becomes a subject in another sentence expressing

the same thought, the **verb** is changed from the **active form** to the **passive form**.

Explanation.—**Built**, in the first sentence has the **active form**; **fort** is the **object complement**.

Fort is the **subject** of the second sentence, and **men** is a part of a **prepositional phrase**.

Only **verbs** which are **transitive** can have **passive forms**.

You may tell which of the following sentences contain active forms, and which passive forms. Explain why each of the forms used is active or passive.

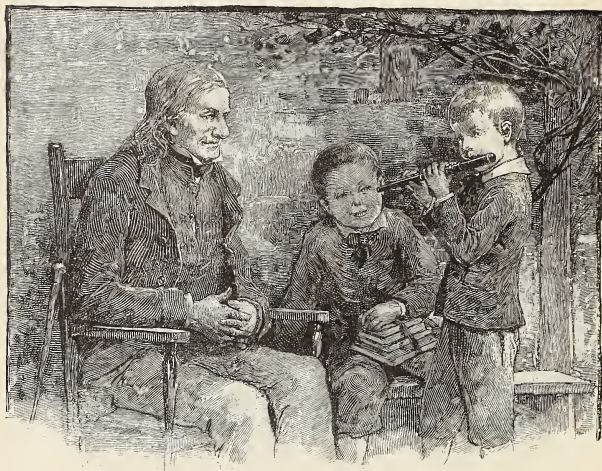
The president wrote the message. Professor Morse planned the Atlantic Telegraph. The emperor built the palace. The wind tore the flag. His father gave William the watch. The message was written by the president. The Atlantic Telegraph was planned by Professor Morse. The palace was built by the emperor. The flag was torn by the wind. The watch was given to William by his father. That nest was made by robins.

82. USE OF **CHOOSE**, **CHOSE**, AND **CHOSEN**.

*You may write the following sentences, supplying in each, one of the words **choose**, **chose**, or **chosen**.*

I —— the red apple. America —— freedom of thought. I —— to go alone. George was —— first. Sarah herself —— the dress. I should have been —— . Will you —— first? You have —— a good pattern. He himself —— the horse.

83. LANGUAGE EXERCISE.



You may ask ten questions suggested by this picture. Answer the questions, and connect the answers in the form of a story.

84. FORMING SENTENCES WITH
ACTIVE VERBS.

You may form sentences, containing the following active forms:

eat	saw	kept	burst
cut	sold	gave	made
fed	paid	rung	know
left	hear	draw	shook
had	fling	drive	forsake

Examples.—Myra saw her brother.

The river burst its banks.

*You may rewrite the sentences you have written, changing each **verb** to the **passive form**.*

Examples.—Her brother was seen by Myra.

Its banks were burst by the river.

85. CHANGING PASSIVE FORMS TO ACTIVE FORMS.

*You may rewrite the sentences given below, changing the **passive forms** to **active forms**, and **active forms** to **passive forms**. Diagram each sentence, and explain the **verb forms**.*

The Gulf of St. Lawrence was discovered by Cartier. Virginia was named by Sir Walter Raleigh. Washington crossed the Delaware on Christmas night. Louisiana was named by La Salle. Wellington conquered Napoleon at Waterloo. Burns wrote the "Cotter's Saturday Night." Prince Bonaparte was slain by the Zulus. The combined naval forces of France and Spain were conquered by Nelson.

86. USE OF **REFER**, **REFERRED**; **ALLUDE**, **ALLUDED**.

*You may write the following sentences, supplying in each, one of the words **refer**, **referred**, **allude**, or **alluded**.*

To whom do you ——? I —— to our friend. —— to the dictionary. I only —— to it. The consul —— to the report. Did you —— to that merchant? I said he —— to me. I —— to the fact of his being present. The lady was —— to the consul.

87. LANGUAGE EXERCISE.

Pupils may describe the brown bear and the polar bear, using the following



BROWN BEAR.

POINTS.—Large, heavy animal; brown or blackish fur; large flat feet; long claws; five toes on each foot; very short tail; eats flesh and vegetables; prefers vegetable food; long face; pointed mouth; fore legs longer; swims; climbs; sometimes fierce;

long fur; used for rugs; caps.

Very fierce; flat head; heavy body; longer neck; smooth white fur; lives near the sea; very cold climates; catches seals; on ice; in water; eats eggs and berries; very fond of its young.



POLAR BEAR.

88. THE CLAUSE DEFINED. CLAUSE CONTAINING *WHO*.

1. Honest men generally succeed.

What word modifies **men**?

2. Men who are honest generally succeed.

Does the second sentence mean the same as the first sentence?

What word does **who are honest** limit?

To what does **who** refer?

What is the **predicate** of **who**?

Name the parts this modifier contains.

A modifier containing a subject and predicate is called a **clause**.

A sentence containing a clause is called a **complex sentence**.

EXERCISE.

*Point out the **clauses** in the sentences given below, and tell what each modifies. Diagram each.*

Model.—De Foe, who wrote Robinson Crusoe, was an Englishman.

Who wrote Robinson Crusoe, is a **clause**, modifying the noun **De Foe**.

People who live in Lapland, are called Lapps. Napoleon, who was defeated at Waterloo, was banished to St. Helena. Harvey, who discovered the circulation of the blood, was an Englishman. Columbus, who made four voyages to the New World, died in Spain. Roger Williams, who was the founder of Rhode Island, named the city of Providence. William Penn, who founded Philadelphia, belonged to the Society of Friends. People who live by fishing, are called fishermen.

89. FORMING COMPLEX SENTENCES.

*You may compose complex sentences, containing the **clauses** given below. Explain each sentence.*

—— who played ball.

—— who came home.

—— who saw the circus.

—— who went to Boston,

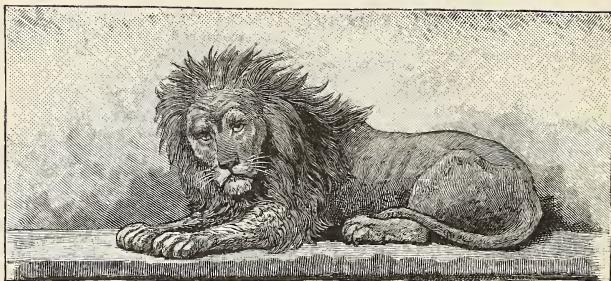
—— who wrote me a letter.

—— who recited a selection.

—— who studied his lessons.

—— who went to the sea-side,

90. LANGUAGE EXERCISE.



THE LION.

Pupils may write a description of a lion, using the following

POINTS.—Largest of flesh-eating animals; yellowish color; lighter underneath; male with heavy mane; shaggy; long; strong animal; large head; bright, flashing eyes; sometimes eight feet in length from nose to tail; found chiefly in Africa; seeks its food at night.

91. USE OF *BETWEEN* AND *AMONG*.

*You may write the following sentences, supplying in each, one of the words **between** or **among**.*

The fight was —— the French and the Prussians. That is a secret —— you and me. Tares grow —— the wheat. It rests —— the officers and the crew. —— the heroes of the Revolution stands Jasper. Harmony exists —— the English and American nations. —— the mountains of Switzerland is Mount Blanc.

92. THE CLAUSE CONTAINING *WHOSE*.

The ship _____ has been brought into port.
 rudder | was broken
 whose

What **ship** has been brought into port?

What **clause** modifies ship?

What is the **subject** of the **clause**?

What word modifies **rudder**?

You may diagram the following sentences :

The Hudson, whose banks are romantic, is much visited. The cactus, whose petals were opening, has blossomed. The trumpet-vine, whose flowers are showy, grows wild in Virginia. The Susquehanna, whose waters are shallow, is not navigable. Primroses, whose flowers are yellow, blossom early. Sugar-beets, whose juice is sweet, furnish sugar. The beaver, whose fur is thick, is a valuable animal. Florida, whose climate is mild, is much visited in cold weather. The wild rose, whose petals are single, is very fragrant.

EXERCISE.

You may compose complex sentences, containing the clauses given below. Explain each sentence.

Model.—George, whose book was lost, told me about it.

Whose book was lost is a **clause**, modifying **George**.

Book is the **subject** of the **clause**, and is modified by the pronoun **whose**.

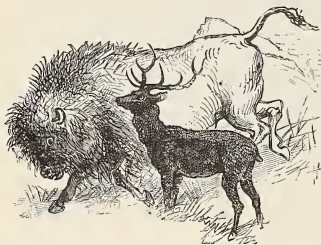
—— whose book was lost. —— whose dress was torn.
 —— whose pencil has been found. —— whose ship has been wrecked.
 —— whose house has been burned. —— whose mother has gone away.

93. LANGUAGE EXERCISE.

THE BUFFALO. THE DEER.

You may describe this picture, comparing the buffalo and deer. Use the following

POINTS.—Larger animal: strong; heavy; wild; herds; lives on the plains; horns, short, curved; tail long; mane thick; hair long and shaggy; angry eyes.



Smaller animal: slender; gentle; smooth hair; horns, large and branching; tail short; easily tamed; mild eyes.

94. THE CLAUSE CONTAINING **WHOM**.

Children are obedient.
whom we love most,

What does the clause, **whom we love most**, modify?

*You may point out the **clauses** in the following sentences, and tell what each one modifies.*

The little girl, whom all call pretty, is vain. The man whom we saw, was an actor. Thomas, whom we all respect, is an honest man. The gardener whom we expected, has come. The boys whom we saw, were Italians. The children whom we heard sing, were brothers. The lecturer whom we heard last night, has left the city. The sailors whom we knew, sailed this morning.

95. LANGUAGE EXERCISES.



You may ask ten questions suggested by this picture. Answer the questions, and connect the answers in the form of a story.

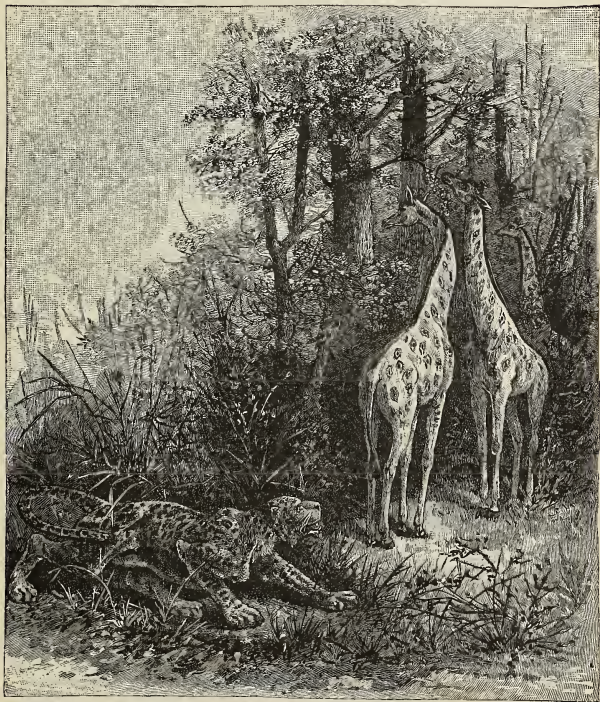
You may compare these two dogs, and write a description of them, using the following

POINTS. — Different in size; each dog's appearance; different color; the habits of each dog; in what ways they are useful; their dispositions; gentle; cross; countries each comes from; found in this country.



large. The building which we saw, was a church. The oranges which come from Florida, are large.

98. LANGUAGE EXERCISE.



You may ask ten questions suggested by this picture. Answer the questions, and connect the answers in the form of a story.

99. THE CLAUSE CONTAINING *WHAT*,
AND COMPLEMENTS.

1. Pure air is healthful.

What kind of a complement is **healthful**?

2. James is a student.

What kind of a complement is **student**?

3. Pure air is what we want.

What kind of a complement is **what we want**?

EXERCISE.

*You may diagram and explain the following sentences, pointing out the **complements**, and telling about each.*

A wire is what carries the message. Steam is what moves the machinery. Showers are what we expect in spring. The "Life of Columbus" is what I sent for. Rain is what farmers desire. A hot sun is what makes Indian-corn grow.

100. CONJUNCTIVE PRONOUNS.

Who, whose, whom, which, and that, are called **conjunctive pronouns**.

*You may compose five sentences, containing the conjunctive pronoun **who**; five, containing **whose**; five, containing **whom**; five, containing **what**; five, containing **which**; five, containing **that**. Explain each sentence.*

Who always represents **persons**.

Which represents **animals** or **things**.

That represents **persons**, **animals**, or **things**.

What represents **things**.

EXERCISE.

*You may rewrite all the sentences in the last exercise, containing the conjunctive pronouns **who** and **which**, omitting those words, and using in their places the conjunctive pronoun **that**.*

Examples.—This is the man **who** went away.

This is the man **that** went away.

This is the pencil **which** I bought.

This is the pencil **that** I bought.

Explain each sentence you have written.

101. AN ADVERBIAL CLAUSE

1. The dew disappears rapidly.

2. The dew disappears when the sun shines.

What word does **rapidly** modify?

What word does the clause **when the sun shines** modify?

What word connects **the sun shines** with **the dew disappears**?

When is a **conjunctive adverb**.

EXERCISE.

*You may explain the following sentences, telling what each **clause** modifies.*

The wheels turn when the machinery is started. The force of steam increases when it is confined. The tea-kettle sings when the water grows hot. The snow melts when the sun shines. The birds return when the spring comes. The outside of a pitcher of ice-water becomes moist when the weather is warm. Fogs break away when the sun shines. The dew gathers when the night is cool.

EXERCISE.

*You may compose ten complex sentences, containing the conjunctive adverb **when**. Explain each.*

102. OTHER CONJUNCTIVE ADVERBS.

1. Jennie sews while her mother reads
2. Reuben catches the ball as it falls.

What word does the clause, **while her mother reads**, modify? What does **as it falls** modify?

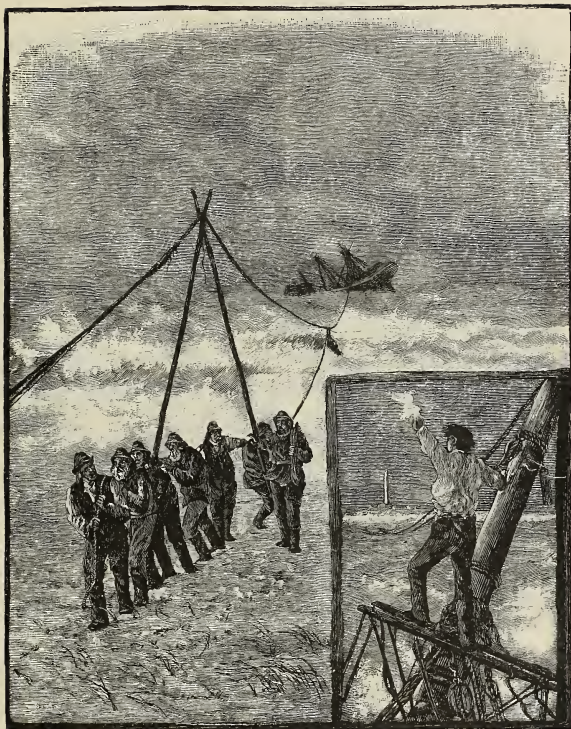
While, when, and as (in the sentences given above), are **conjunctive adverbs**.

You may diagram and explain the following sentences.

She studies as she sews. They admire while they look at it. The girls talk while they walk. George whistles while he works. Soldiers sometimes sleep while they march. James took Frank with him when he went into the woods. Eddie ran away when the gun was fired. The boatman sings as he rows. Boys often run and jump when on their way to school.

*You may compose ten sentences, each one containing an **adverbial clause**, beginning with one of the conjunctive adverbs **as, while, or when**. Explain each sentence.*

103. LANGUAGE EXERCISE.



This ship seems to be in trouble;—what do you think is the matter? Where is the ship?

What is the man doing on the mast?

What does he see in the distance?

What will the people on the shore do?

Do you think there are any other people on this ship?

You may ask five other questions suggested by this picture. Answer the questions, and connect the answers in the form of a story.

104. USE OF SEEM, SEEMS, AND APPEAR, APPEARS.

You may write the following sentences, supplying in each, one of the words seem, seems, appear, or appears.

She ——— to be satisfied. The dress ——— to be new. The day ——— fine. Did she ——— to be contented? The moon ——— over the hill. How did he ——— to be? It ——— to be green. The man ——— to be well pleased. I hope you will ——— well. I can ——— well if I wish to. The storm ——— to be passing over. The sun ——— between the clouds.

105. LANGUAGE EXERCISE.



What kind of stalks has a pea?
 How does a pea climb?
 What kind of seed-vessel has it?
 Where do the seeds grow?
 Of what color are they?
 For what are they used?

Ask five other questions about this plant. Answer the questions, and connect the answers to form a description.

106. LANGUAGE EXERCISE.



ROBINSON CRUSOE.

You may write a story suggested by this picture.

107. A NOUN CLAUSE.

1. The statement is true.
2. That the clouds are white is true.

What is the **subject** in the first sentence?

What is the **subject** in the second sentence?

3. He said, "I am going home."

A **direct quotation** (as in the sentence just given), is set off by **quotation marks**.

What is the **object complement** in that sentence?

A clause used as a subject or as an object complement of a sentence, is called a **noun clause**.

That the clouds are white, in the second sentence, is a clause.

It is introduced by the conjunctive pronoun **that**.

The clause, "**I am going home**," in the third sentence, is the **object complement** of the verb **said**.

EXERCISE.

*You may explain the following sentences, pointing out the **noun clauses**.*

That the western country is fast filling up, is a fact. That white clover shows civilization, is true. That the soul is immortal, is an ancient doctrine. That Henry Clay was a true statesman, is acknowledged. That the cactus growing on the western plains shows a dry soil, is decided. That the buffalo is becoming extinct, is a truth.

108. FORMING SENTENCES WITH CLAUSES AS SUBJECTS AND OBJECTS.

*You may compose sentences, containing the following **clauses**, used as **subjects**.*

That New York is a large city. That the Mississippi is a very long river. That California produces beautiful fruit. That England is a powerful nation.

*You may compose other sentences, using the same clauses as **object complements**.*

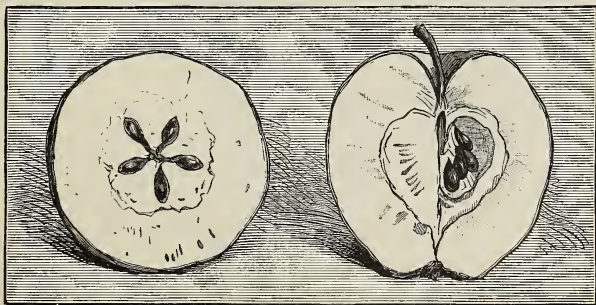
Example.—The geographies teach that the Mississippi is a very long river.

109. LANGUAGE EXERCISE.



APPLE BLOSSOMS.

You may describe an apple-tree, telling about its trunk, branches, leaves, blossoms, and fruit.



THE APPLE.

Ask other questions, and write a description.

110. THE CLAUSE CONTAINING *WHERE*.

It was in this place where I met my brother.

Where did I meet my brother?

What word does the clause, **where I met my brother**, limit?

NOTE.—The adverb **where** connects the **clause** which it introduces, with the word that the **clause** modifies, and itself modifies the verb in the clause. In the sentence given, **where** connects the clause with the noun **place**, and itself modifies the verb **met**.

*You may diagram and explain the sentences given below. Point out the **clauses**. Tell what each one **limits**.*

Kentucky is the state where Abraham Lincoln was born. Boston Harbor is the place where the tea was thrown overboard. Venice is the city where Marco Polo was born. Newport is the place where the old Round Tower stands. The Charter Oak was the tree where William Wadsworth hid the Connecticut charter. Elberon Cottage was the house where President Garfield died.

EXERCISE.

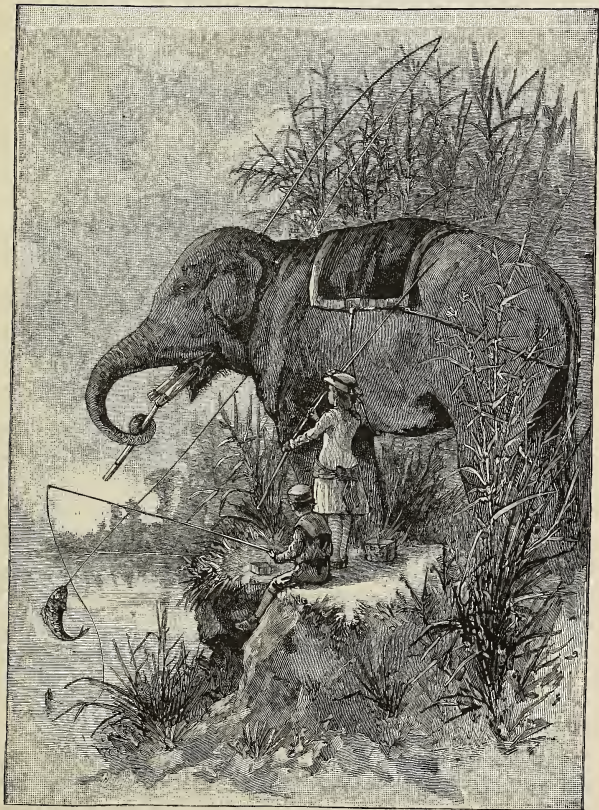
*You may compose ten sentences, containing the conjunctive adverb **where**. Diagram and explain each sentence.*

Model.—The house on the hill is where I live.

Where I live is a noun clause used as the complement of **is**. (Or, it may be said to modify the noun complement **house** understood.)

Where is an **adverb** used to connect the clause with the word it limits, and modifying the verb **live**.

111. LANGUAGE EXERCISE.



You may ask ten questions suggested by this picture. Answer the questions, and connect the answers in the form of a story.

112. ACTIONS ASSUMED AND PREDICATED.

Running quickly, he stumbled and fell.

Who **stumbled** and **fell**?

What is the **subject** of the sentence?

What is the **predicate**?

What was he doing when he **stumbled** and **fell**?

How many **actions** are mentioned in this sentence?

How many of these **verbs** are **predicates**?

Which **verb** is not a **predicate**?

Running is a **verb**, expressing an assumed action of **he**.

Verbs expressing assumed action, being, or state, are called **participles**.

REMARK.—Not all verbs are **predicates**. **Participles** are **verbs**, but not **predicates**. The same may be said of the **infinitive**.

EXERCISE.

You may explain the sentences given below, using the following model.

- | | |
|-----------------------|-------------|
| 1. <i>Sentence.</i> | } Why? |
| 2. <i>Subject.</i> | |
| 3. <i>Predicate.</i> | |
| 4. <i>Participle.</i> | |

The child, playing by the river, fell into the water. My watch, losing time, was repaired by the jeweler. The sun, rising, scattered the fog. They went on board the vessel lying in the harbor. Catching the thief, they find the watch in his pocket. The balloon, rising rapidly, soon passed out of sight. A boy, riding an elephant, led the procession.

A participle may consist of more than one word.

Examples.—having paid, having been asked.

A participle may have an adjective complement, an object complement, or other modifiers, in the same manner as other forms of the verb.

Explain each example given below.

Going to school.

Walking up hill.

Rowing the boat.

Having been late.

Reading the book.

Holding the reins.

Looking for a pin.

Closing their books.

Listening to stories.

Climbing their fence.

Having been forgiven

Looking over the lake.

Picking the strawberries.

Having written the letter.

Jumping from the carriage.

Walking early in the morning.

113. CHANGING PREDICATED ACTIONS TO ASSUMED ACTIONS.

*You may change the **predicated actions** given below, to **assumed actions**.*

Example.

1. *Predicated action.*—The horse is running.

2. *Assumed action.*—The horse running, broke the carriage.

Horses are pulling.

The bird is singing.

The boy is studying.

The wind is blowing.

The water is flowing.

The tide is coming in.

*You will notice that in changing an action from its **predicated** form, as in Example 1, to its **assumed** form, as in Example 2, a new predicate must be added.*

EXERCISE.

*You may change the sentences given below, so that there will be only one action **predicated**.*

Example.

1. The man fired and ran away. *Two actions **predicated**.*
2. The man, having fired, ran away. *One action **assumed** and one **predicated**.*

The boy climbed the tree and took the nest. The pilot took the helm and steered the ship. The clouds floated by and disappeared. The dog barked and ran away. The ships sailed out on the ocean and encountered a storm. Thomas skated on the pond and fell down. Willie played base-ball and broke his arm.

114. LANGUAGE EXERCISE.

You may write a description of an ostrich, using the following



THE OSTRICH.

POINTS.—Largest bird ; strong ; swift ; ungraceful ; seven to nine feet high ; long legs ; runs fast ; two toes on each foot ; very large, beautiful feathers ; male ostrich, tail feathers black ; wing feathers, white ; female ostrich, feathers snow-white ; can not fly ; at night

sits on eggs ; leaves them to the sun in the day-time ; bears thirst ; can run sixty miles in an hour ; native of Africa and Arabia.

113. THE INFINITIVE.

1. He rows (Why?) for exercise.
2. He rows (Why?) that he may exercise.
3. He rows (Why?) to exercise.

What is the difference in the meaning of these three sentences?

What does the prepositional phrase **for exercise** modify? What does the clause **that he may exercise** modify?

What two words in the third sentence are used to modify **rows**?

To exercise is a **verb phrase** called the **infinitive**. It is formed of the word **to** followed by a **verb**.

EXERCISE.

You may form sentences, using in each, one of the infinitives given below.

Examples.—We try to study. George likes to walk.

to run	to play	to walk	to learn
to row	to hear	to excel	to study

An infinitive may have modifiers like other forms of the verb.

Examples—I hope to see him. I will try to come early.

EXERCISE.

You may diagram and explain the following sentences.

I like to sew.	I expect to go to-morrow.
We eat to live.	The children love to jump.
He likes to read.	Julia promised to call early.

116. INFINITIVES AS SUBJECTS.

*You may compose sentences, using the **infinitives** given below, as **subjects**.*

Example.—To row is healthful.

to eat	to rest	to visit	to sleep
to run	to play	to steal	to walk

117. INFINITIVES AS OBJECTS.

*Compose sentences, using the **infinitives** given below, as **object complements**.*

Example.—I desire to live.

to fall	to read	to jump	to dream
to give	to write	to drive	to choose

118. INFINITIVES WITHOUT **TO**.

1. I did not see him go.
2. He will let us know.
3. We dare not leave him.

After the verbs **bid**, **dare**, **let**, **make**, **need**, and **see**, the infinitive is used without the word **to**.

What **infinitive** is used in the first sentence? In the second sentence? In the third sentence?

EXERCISE.

*You may form five sentences, using in each, one of the following **infinitives**, omitting **to**.*

to go	to ride	to hear	to jump
to feel	to sing	to skate	to write

119. REVIEW EXERCISE.

A **Sentence** is a thought expressed in words.

The **principal parts** of a Sentence are:

1. **The Subject**—about which something is said.
2. **The Predicate**—what is said of the subject.

A **Compound Sentence** consists of two sentences united by a conjunction.

A **Clause** is a modifier, containing a subject and a predicate.

Clauses are joined to the words they limit:

1. By the **conjunctive pronouns, who, whose, whom, which, what, or that.**
2. By the **conjunctive adverbs, when, while, as, or where.**

A **Clause** may be used as the **subject** of a sentence, or to **complete the meaning of a verb.**

A **Complex Sentence** consists of a sentence and a clause.

A **Compound Subject** consists of two (or more) subjects connected by a conjunction.

A **Compound Predicate** consists of two (or more) verbs connected by a conjunction.

A **noun** used to complete the meaning of a verb:

1. After forms of the verb **be, (as, is, are, was, were,)** is called a **Noun Complement.**
2. After other verbs, is called an **Object Complement,**

An adjective, used to **complete the meaning of a verb**, is called an **Adjective Complement**.

A noun may be used to **limit another noun** :

1. To denote **ownership or possession**. It is then called a **Possessive Noun**.

2. To **explain its meaning**. It is then called an **Explaining Noun**.

A preposition with the noun or pronoun following, is called a **Prepositional Phrase**.

In meaning, verbs are of two kinds :

1. A **Transitive Verb** is one which requires an **object complement**.

2. An **Intransitive Verb** is one which does **not** require an **object complement**.

In form, verbs are of two kinds :

1. An **Active Verb** represents an action performed by its **subject**.

2. A **Passive Verb** has for a **subject** what would be the **object complement** of its **active form**.

Actions are either **predicated** or **assumed** :

1. **Predicated**, when both subject and predicate are used.

2. **Assumed**, when a participle only is used.

The **Infinitive** form of the verb may be used :

1. As a **modifier**.

2. As the **subject** of a sentence.

3. As an **object complement**.

The **Infinitive** is used without **to** after certain verbs.

PART III.

THE PARTS OF SPEECH AND THEIR MODIFICATIONS.

120. KINDS OF NOUNS.

A **noun** is a **name**.

There are two kinds of nouns, **proper** and **common**.

A **proper noun** is the name of a particular person, place, or thing. A **common noun** is the name of any one of a class of objects.

Common nouns include the following special classes: **abstract**, **collective**, and **verbal**.

Names of **qualities** are called **abstract nouns**:

as, goodness, frailty, pride, kindness.

Names of **many individuals together** are called **collective nouns**:

as, meeting, committee, army, flock.

Names of **assertions** or **actions** are called **verbal nouns**:

as, the running, the sitting, the sleeping, the walking.

Examples.

1. The **meeting** was ended.
2. **Goodness** is not common.
3. The **walking** continued for three days.

121. WORK FOR THE CLASS.

*Select the **proper, abstract, collective, and verbal nouns** in the following sentences:*

The jury was out two hours. "There is nothing so kingly as kindness, and nothing so royal as truth." The overflowing of the Nile enriches the land. The flock of wild geese flew toward the north. "If I were not Alexander, I would be Diogenes." "John Gilpin was a citizen of credit and renown." "There is nothing worth the doing that it doesn't pay to try."

122. GENDER.

Words that denote either persons or animals of the male sex, are said to be of the **masculine gender**.

Words that denote either persons or animals of the female sex, are said to be of the **feminine gender**.

Words that denote objects neither male nor female, are said to be of the **neuter gender**.

*Feminine nouns are formed, by adding **ess** to the masculine: as,*

Masculine.	Feminine.	Masculine.	Feminine.
lion	lioness	host	hostess
heir	heiress	giant	giantess
Jew	Jewess	tailor	tailoress
peer	peeress	priest	priestess
baron	baroness	count	countess
deacon	deaconess	author	authoress
prophet	prophetess	Quaker	Quakeress
dauphin	dauphiness	shepherd	shepherdess

By changing the termination er, or, or rer into res: as,

Masculine.	Feminine.	Masculine.	Feminine.
tiger	tigress	actor	actress
hunter	huntress	sorcerer	sorceress
emperor	empress	songster	songstress
governor	governess	murderer	murderess
benefactor	benefactress	enchanter	enchantress

By using different words: as,

Masculine.	Feminine.	Masculine.	Feminine.
lad	lass	boy	girl
son	daughter	earl	countess
ram	ewe	bull	cow
hart	roe	lord	lady
king	queen	man	woman
friar	nun	papa	mamma
beau	belle	uncle	aunt
buck	doe	gander	goose
drake	duck	wizard	witch
father	mother	master	mistress
nephew	niece	brother	sister
husband	wife	bachelor	maid
landlord	landlady	gentleman	lady

By prefixing another word: as,

Masculine.	Feminine.
male-child	female-child
man-servant	maid-servant

Note.—Some nouns may be applied to either sex: as, friend, parent. Such nouns are usually said to be of the **common gender**.

123. WORK FOR THE CLASS.

In each of the following sentences, change the words *italicized* from the *feminine* to the *masculine*, or from the *masculine* to the *feminine*, and make such other changes as the sense requires:

We visited the *emperor*. His *niece* is visiting *him*. The *lioness* killed her *master*. My *aunt* gave her *sister* a *doe*. The *shepherd* had a small flock. The *emperor* gave up the battle. We had a *goose* and a *duck* for dinner. The story of the *giant* interested the *boy*.

124. NUMBER.

Nouns and pronouns **meaning but one**, are said to be in the **singular number**.

Nouns and pronouns **meaning more than one**, are said to be in the **plural number**.

The plural of nouns may be formed:

By adding s to the singular:

as, fences, rivers.

By adding es to the singular when it ends in s, ch, sh, or x:

as, taxes, churches, wishes, classes.

By changing y of the singular to i, and adding es, when the singular ends in y preceded by a consonant:

as, armies, berries, fancies.

By changing f or fe into v or ve and adding s or es:

as, knives, wolves.

By changing the vowel or vowels of the singular:

as, man, men ; foot, feet ; tooth, teeth.

Some nouns distinguished by quantity instead of number have no plural :

as, gold, silver, tea, pride.

Some nouns have no singular:

as, bellows, scissors, ashes, tongs, clothes.

Some nouns are the same in both numbers:

as, sheep, deer, swine, species.

*Words composed of a noun and the adjective **full**, have the regular plural:*

as, pailful, pailfuls ; handful, handfuls ; spoonful, spoonfuls.

Words composed of a noun and an adjective have usually the plural ending added to the noun:

as, knight-errant, knights-errant ; court-martial, courts-martial.

Words composed of two nouns have the regular plural :

as, tide-waiter, tide-waiters.

A few compound words vary both parts :

as, man-servant, men-servants.

Words composed of two nouns connected by a preposition have the plural ending added to the first word :

as, sister-in-law, sisters-in-law.

*Letters, figures, and other characters are made plural by adding the apostrophe and **s** :*

as, three 2's, five b's.

Many words from foreign languages retain, for a time, their original plural:

as, analysis, analyses; radius, radii;
datum, data; vertebra, vertebræ.

Collective nouns are treated as **plural** when the **individuals** in the collection are thought of, and as **singular** when the **collection** as a whole is thought of.

Some nouns have two plurals differing in meaning:

as, brother	{ brothers, of the same family. brethren, of the same society.
index	{ indexes, tables of reference. indices, signs in algebra.
genius	{ geniuses, applied to human beings. genii, applied to spiritual beings.
penny	{ pence. pennies, pieces of coin.

The **number** of a noun may be determined not only by its **form**, but also by the **verb**, the **adjective**, and the **pronoun** used in connection with it.

125. WORK FOR THE CLASS.

In each of the following sentences, substitute the plural for the singular, and the singular for the plural, and make such other changes as the sense requires:

Have you seen the fox? Has your brother come? The book is on the shelf. The mouse frightened the child. He brought a wagon-load of sod. The solo was sung by Miss Smith. Please give me a spoonful of sugar. There were seven bushes in the yard. The man-servant delivered the package. We have read two cantos of "The Lady of the Lake."

126. PERSON

That use of the noun or pronoun which denotes the **speaker**, the **one spoken to**, or the **one spoken of**, is called **person**.

A word representing the **one speaking**, is said to be in the **first person**.

A word representing the **one spoken to**, is said to be in the **second person**.

A word representing **that which is spoken of**, is said to be in the **third person**.

Examples.

1. *I* have written many letters.
2. *You, Mary*, may come to me.
3. *Albert*, will you return to-morrow?
4. *He* has bought the *horse*.

127. CASE.

Case is a term used to denote the **relation** which a **noun** or **pronoun** sustains to **some other word** in the sentence.

There are three cases, the **nominative**, the **possessive**, and the **objective**.

Nominative Case.

The **subject** of a sentence, and a **noun** or **pronoun complement**, are said to be in the **nominative case**.

Examples.

1. The *fish* are caught.
2. *James* is a *physician*.
3. That *man* is *he*.

A noun or pronoun used independently, is said to be in the nominative case :

as, *William*, the affair demands your attention.

Possessive Case.

Nouns and pronouns denoting possession, are said to be in the possessive case.

Examples.

1. *John's* book is here.
2. *My* horse has run away.

The possessive case singular of nouns not ending in s, is regularly formed by adding an apostrophe and s to the noun; when the noun ends in s, the apostrophe only is added :

as, *Mary's, Henry's, James'.*

When the plural ends in s, the apostrophe only is added :

as, *books', boys'.*

When the plural does not end in s, the possessive is formed by adding the apostrophe and s, as in the singular :

as, *woman's, women's.*

Nouns ending ss or nce, generally take the apostrophe only :

as, "for goodness' sake," "for conscience' sake."

Where there is more than one noun in the possessive case referring to the same thing, the sign of the possessive is added to the last only :

as, He bought the tea at *Smith & Brown's* grocery.

Where the nouns refer to different things, the sign of the possessive is added to each :

as, I refer to Webster's and Worcester's Dictionaries.

A possessive phrase has the sign at the end :

as, Somebody else's book ; Czar of Russia's command.

In such expressions as, "We went to Wilson's, the baker," or "We went to Wilson, the baker's," the **possessive sign** may be added to either noun, but not to both.

The relation of possession may be expressed not only by ('s), but by **of**, and such phrases as **property of**, **belonging to**, etc.

The possessive sign ('s) is confined chiefly to the **names of persons, animals, and things personified.**

Objective Case.

A noun or pronoun used as an **object complement**, or **following a preposition in a phrase**, is said to be in the **objective case.**

Examples.

1. The sun enlivens the *earth*.
2. The sailors saved the *ships*.
3. Moisture is carried through the *air*.

A noun or pronoun used as **explanatory modifier**, is in the **same case** as the word explained, or is by **apposition** in the same case :

as, We received the book from Dr. Fuller, our *minister*.

A noun or pronoun used as **attribute complement** of a participle or infinitive, is in the same case as the word to which it relates:

as, We all acknowledge *Lincoln* to have been a great *man*.

Verbs of asking, teaching, and a few others, are said to have two objects,—one of the person (indirect object), the other of the thing (direct object):

as, She asked *me* three *questions*.

NOTE.—The frequency of this construction in English has made it seem best to give up the old method of parsing the **personal object** as governed by a preposition understood. In the example given above, the preposition **of** would formerly have been supplied before **me**.

The construction is similar after certain verbs, when one of the objects is an infinitive or a verbal noun:

as, I saw *her fall*.

128. WORK FOR THE CLASS.

Write the following sentences, putting the italicized nouns in the possessive case, and making such other changes as the sense requires:

He had the eye of an *eagle*. The books belong to the *man*. This is the tomb of *Shakespeare*. “But the sweet face of *Lucy Gray* will never more be seen.” The names of all the *men* were taken. Cloaks suitable for *children* were sold by him. We have read many stories written by *Dickens*. He visited the home of *Miller* and *White* on South street.

129. PERSONAL PRONOUNS.

Pronouns that by their form indicate whether they are **first, second, or third persons**, are called **personal pronouns**.

Examples.

you we he they

130. FORMS OF PERSONAL PRONOUNS.

First Person, I.

SINGULAR.	PLURAL.
<i>Nom.</i> I	<i>Nom.</i> we
<i>Poss.</i> my or mine	<i>Poss.</i> our or ours
<i>Obj.</i> me	<i>Obj.</i> us

Second Person—Common Form—You.

SINGULAR.	PLURAL.
<i>Nom.</i> you	<i>Nom.</i> you
<i>Poss.</i> your or yours	<i>Poss.</i> your or yours
<i>Obj.</i> you	<i>Obj.</i> you

Second Person—Old or Solemn Form—Thou.

SINGULAR.	PLURAL.
<i>Nom.</i> thou	<i>Nom.</i> ye or you
<i>Poss.</i> thy or thine	<i>Poss.</i> your or yours
<i>Obj.</i> thee	<i>Obj.</i> you

Third Person—He, She, It—Their.

SINGULAR.			PLURAL.
<i>Mas.</i>	<i>Fem.</i>	<i>Neut.</i>	<i>Common.</i>
<i>Nom.</i> he	she	it	<i>Nom.</i> they
<i>Poss.</i> his	{ her, or hers }	its	<i>Poss.</i> { their, or theirs }
<i>Obj.</i> him	her	it	<i>Obj.</i> them

NOTE.—When the ending SELF or SELVES is added to a personal pronoun, it forms a COMPOUND PERSONAL PRONOUN.

FORMS OF COMPOUND PERSONAL PRONOUNS.

	SINGULAR.	PLURAL.
<i>First Person</i>	myself	ourselves
<i>Second Person</i>	{ thyself yourself }	yourselves
<i>Third Person</i>	{ <i>Mas.</i> himself <i>Fem.</i> herself <i>Neut.</i> itself }	themselves

131. CONJUNCTIVE OR RELATIVE PRONOUNS.

A **conjunctive** or **relative pronoun** performs the offices of **pronoun** and **subordinate conjunction**.

A **conjunctive pronoun** forms part of a clause.

As a **pronoun**, it represents a **noun** or **pronoun**, called its **antecedent**. As a **subordinate conjunction**, it connects the clause in which it stands, with its **antecedent**.

The **conjunctive** or **relative pronouns** are **who**, **which**, **what**, and **that**.

Examples.

1. I saw Mr. Adams of *whom* you spoke.
2. We respect the man *whose* word is truthful.
3. The man *who* came from California has gone to Europe.

Who always represents **persons**.

Which represents **inferior animals** or **things** without **life**.

That represents **persons**, **animals**, or **things**.

What represents **things**.

That is preferable to **who** or **which** in restrictive clauses ;
as, The gentleman that was injured lives in New Haven.

That is also preferred to **who** or **which**,—

1. After the **interrogative pronoun who**.
2. After an **adjective** in the **superlative degree**.
3. After the word **same**.
4. When the **antecedent** consists of both **persons** and **things**.

It is customary to call **as** a **relative pronoun** in the expressions, such as, many as, same as.

There seems, however, to be merely an **ellipsis** of the **relative** and its **antecedent**: as, Keep such as you wish. That is—keep such as (those are which) you wish.

When the **ellipsis** is supplied, **as** becomes a **conjunctive adverb**.

132. INTERROGATIVE PRONOUNS.

Who, whose, whom, which, and what, are called **interrogative pronouns**, when they are used as the essential part of a question.

Examples.

1. *What* did you say?
2. *Who* came yesterday?
3. Of *whom* did you intend to speak?
4. At *whose* store were the goods bought?
5. *Which* of the articles were obtained in New York?

133. FORMS OF CONJUNCTIVE AND INTERROGATIVE PRONOUNS.

Who.

SINGULAR.

Nom. who
Poss. whose
Obj. whom

PLURAL.

Nom. who
Poss. whose
Obj. whom

Which.

SINGULAR.

Nom. which
Poss. whose
Obj. which

PLURAL.

Nom. which
Poss. whose
Obj. which

What.

SINGULAR.

Nom. what
 Poss. ———
 Obj. what

PLURAL.

Nom. what
 Poss. ———
 Obj. what

That.

SINGULAR.

Nom. that
 Poss. ———
 Obj. that

PLURAL.

Nom. that
 Poss. ———
 Obj. that

NOTE.—When **ever**, or **soever**, is added to **who**, **whose**, **which**, or **what**, the word formed is called a **compound relative pronoun**.

A **pronoun** must agree in **person**, **number**, and **gender** with the **noun** it represents.

It is sometimes used without reference to the **gender** or **number** of its **antecedent**.

134. WORK FOR THE CLASS.

Use of each, every, their, his, her.

You may write the sentences given below, supplying in each, one or more of the words each, every, their, his, or her.

Example.

Each man must do **his** best.

—— boy must study —— own lessons. —— man must depend upon —— own efforts. —— child carried —— own satchel. All the school were waiting for —— teacher. —— young lady read —— own essay. —— person must take care of —— own interests. —— one sang —— song very well.

135. KINDS OF ADJECTIVES.

Adjectives that **express** some **quality** of the words they modify, are called **qualifying adjectives**.

Adjectives that simply **point out** without **expressing quality**, are called **limiting adjectives**.

Examples.

sweet	happy	dashing	(Qualifying adjectives.)
four	double	five first	(Limiting adjectives.)

The words **a**, **an**, and **the** are a kind of **adjectives**.

They are called **articles**.

A or **an** is called the **indefinite article**.

The is called the **definite article**.

Examples.

1. It is *a* long story.
2. He stayed *an* hour.
3. *The* house has been painted.

136. WORK FOR THE CLASS.

Use of that kind, those kinds.

CAUTION.—*Do not use those kinds for that kind.*

You may write the following sentences, supplying in each, the words that kind, or those kinds.

_____ of fish are hard to catch. _____ of people is not liked. I have seen _____ of flowers before. _____ of fruits are rare. _____ of shoes are called moccasins. _____ of animals are called thick skinned. _____ of coal is the best.

137. COMPARISON.

The change in form of an adjective or an adverb to show **different degrees of quantity or quality**, is called **comparison**.

Examples.

large	larger	largest
useful	more useful	most useful

The three degrees of comparison are called, **positive**, **comparative**, and **superlative**.

The **positive** simply expresses the **quality**.

The **comparative** expresses a **higher** or **lower** degree of the **quality**.

The **superlative** expresses the **highest** or **lowest** degree of the **quality**.

Adjectives which form their **comparative** by the addition of **er** to the **positive**, and their **superlative** by the addition of **est** to the **positive**, are said to be **regularly compared**.

NOTES.—Almost all adjectives of one syllable are compared by adding **er** and **est**.

Examples.

few	fewer	fewest
bold	bolder	boldest
small	smaller	smallest
young	younger	youngest

Most adjectives of more than one syllable are compared by prefixing the adverbs **more** and **most**, or **less** and **least**.

Examples.

willful	more willful	most willful
ambitious	more ambitious	most ambitious

Adjectives which require **different words** to express their **degrees of comparison**, are said to be **irregularly compared**.

Examples.

bad	worse	worst
good	better	best
little	less	least
much	more	most
many	more	most

NOTES.—**Many** is used with a **singular noun**, when followed by the indefinite article : as, Full many a gem.

An **adjective** is commonly **placed before the noun** it limits; but when it is itself **limited by a phrase**, it **follows the noun** : as, The merchant found the clerk guilty of theft.

138. WORK FOR THE CLASS.

Using adjectives of different degrees of comparison.

*You may write the following sentences, supplying in each, the **comparative** or **superlative** degree of adjectives.*

The —— of the two boys is the —— . The —— of the three sisters is the —— . The —— summer days are the —— pleasant. The —— of the two sisters is the —— intelligent one. The —— of the three trees is the —— beautiful one. The hats of the —— brothers are the —— ones. This is a —— evening than last evening.

139. PROPER ADJECTIVES.

1. Natives of Germany speak the German language.
2. People living in Italy speak the Italian language.

Adjectives like German and Italian, which are derived from proper nouns, are called **proper adjectives**.

Proper adjectives, like proper nouns, should begin with a **capital letter**.

NOUNS.	PROPER ADJECTIVES.	NOUNS.	PROPER ADJECTIVES.
Chili	Chilian	Mexico	Mexican
Cuba	Cuban	Britain	British
Spain	Spanish	Sweden	Swedish
China	Chinese	Canada	Canadian
Rome	Roman	Holland	Dutch
Rhine	Rhenish	Norway	Norwegian
Japan	Japanese	Scotland	Scotch
Greece	Grecian	Portugal	Portuguese
France	French	Hungary	Hungarian

140. WORK FOR THE CLASS.

Use of rapid, rapidly, distinct, distinctly.

You may write the following sentences, supplying in each one of the words rapid, rapidly, distinct, distinctly, in the vacant places.

The stream flows ——. Can you not speak more ——? Please, talk ——. He has a clear, —— utterance. You do not speak your words ——. This is a —— river. The —— motion pleased the passengers. I told you —— that you could not go. The train was moving ——.

141. ADJECTIVE PRONOUNS.

Adjectives like **each**, **many**, and **few**, when they are **used in place of nouns** which they limit, are called **adjective pronouns**.

Examples.

1. He asked a penny of *each*.
2. *Few* attended the lecture.
3. *Many* went to the concert.
4. *Each* boy caught *several* fine trout.

142. KINDS OF ADVERBS.

Adverbs are of **five kinds**: **time** (to-day), **place** (there), **degree** (very), **manner** (freely), and **cause** (why).

Examples.

1. It is *very* cold.
2. Mary came *yesterday*.
3. Edward may go *there*.
4. John spoke his mind *freely*.
5. *Why* do you not come?

143. WORK FOR THE CLASS.

Use of badly, wonderfully, uncommonly.

You may write the sentences given below, supplying in each, one of the words badly, wonderfully, or uncommonly.

CAUTION.—*The adjectives bad, wonderful, and uncommon, should not be used as adverbs.*

It is an — fine day. The man was — injured. I am — well. She is — well to-day. The child is — bright. That fly is — large. The boy has been — treated. The path was an — smooth one.

144. CONJUNCTIVE ADVERBS.

Adverbs, introducing a clause, and connecting it with the principal clause, are called **conjunctive adverbs**.

Examples.

1. We shall return *when* the moon rises.
2. He will find us *where* the men are mowing.

Adverbs like **when** or **where**, introducing a clause, **modify verbs**, and **connect their clauses** to the principal clause.

When connects the clause to **shall return**, and modifies **shall return** and **rises**.

There when not an adverb of place, adds nothing to the sense, but simply inverts the order of the subject and predicate. It is an **expletive**, and does not limit: as, "There was a sound of revelry by night."

The so-called "**adverbs of affirmation and negation**," **yes**, **yea**, **no**, **nay**, perform the office of a sentence: May I read? Yes—that is—you may read.

Adverbs, like **adjectives**, are **compared** by the use of **more** and **most**, and **less** and **least**.

Example.

richly more richly most richly.

143. WORK FOR THE CLASS.

*You may write sentences, containing the clauses given below. Point out the **conjunctive adverb** in each, and tell what verb it limits.*

- | | |
|-------------------------|------------------------------|
| —— before he arrives. | —— while he was away. |
| —— when summer returns. | —— when the violets blossom. |

Than, used with *he*, *she*, or *I*.

You may write the following sentences, supplying in each, one of the words *he*, *she*, or *I*.

I am taller than ———. James can ride faster than ———.
You are more industrious than ———. I am more inclined to
complain than ———. I am four years younger than ———.

146. CONJUNCTIONS.

Co-ordinate—Subordinate.

Conjunctions that connect words or sentences of equal rank, are called **co-ordinate conjunctions**.

Examples.

1. Exercise strengthens *and* beautifies the body.
2. William has come; *but* he can not stay.

Conjunctions introducing clauses, are called **sub-ordinate conjunctions**.

Examples.

1. We must hurry *before* the rain comes.
2. They can remain *until* four o'clock.

Conjunctive adverbs are also classed as **sub-ordinate conjunctions**.

The principal **co-ordinate conjunctions** are: **therefore, but, for, and, nor, and or.**

The principal **subordinate conjunctions** are: **until, except, although, if, after, that, since, while, and because.**

147. WORK FOR THE CLASS.

Write the following sentences, supplying the conjunction in each. State whether the conjunction is co-ordinate or subordinate.

I will go —— he calls. He must be there —— he will lose the place. Live wisely, —— you may live long. I know —— the blueberries grow. "Let us learn to live; —— we must die alone." "There health —— plenty cheered the laboring swain." He went —— he returned. The angles are equal —— the sides are equal. The night was so cold —— the water froze in the buckets. The man is wise and honorable —— he is poor.

148. CORRELATIVE CONJUNCTIONS.

Conjunctions used in pairs are called **correlative conjunctions**.

Examples.

<i>as, so</i>	As you act so will you succeed.
<i>both, and</i>	She is both well and happy.
<i>neither, nor</i>	Neither the one nor the other is sold.
<i>either, or</i>	Either you or I will go.
<i>though, yet</i>	Though he is very sick, yet he may recover.
<i>whether, or</i>	I must go whether you do or not.
<i>if, then</i>	If he is hungry, then feed him.

Correlative conjunctions may be either **subordinate** or **co-ordinate**.

Examples.

1. **Both** he **and** I are to be there. (Co-ordinate.)
2. **As** the twig is bent, **so** the tree is inclined. (Subordinate.)

In the last example, only *as* is subordinate.

149. MODES.

Different ways of assertion are called **modes**.

There are four modes, the **indicative**, the **potential**, the **subjunctive**, and the **imperative**.

Examples.

- | | |
|-------------------------------|---------------------|
| 1. <i>We</i> | learn how to study. |
| 2. <i>We will</i> | learn how to study. |
| 3. <i>We may</i> | learn how to study. |
| 4. <i>We can</i> | learn how to study. |
| 5. <i>We must</i> | learn how to study. |
| 6. <i>If I were in school</i> | I would study. |
| 7. <i>James,</i> | learn how to study. |

The assertion of something as a **fact** is an **indicative mode** of expression.

Example.

The horse *is* lame.

The assertion of **possibility**, **ability**, or **duty**, is a **potential mode** of expression.

Examples.

1. He *would* not say any thing.
2. You *must* study your lessons.
3. I *may* go to Europe next spring.
4. You *could have been* ready before.

The assertion of something as **conditional** or **doubtful**, is a **subjunctive mode** of expression.

Example.

If I *were* to ask, you would give it to me.

The assertion of a **command** is an **imperative mode** of expression.

Example.

Charlie, *shut* the door.

NOTE.—The **Infinitive Mode** is, properly speaking, not a *mode*. The forms will, however, be found in their usual position in the conjugation of verbs.

150. WORK FOR THE CLASS.

*You may write the following sentences, using after each, the word **indicative**, **subjunctive**, **potential**, or **imperative**.*

Those children behave well. I will be ready immediately. You could have been studying. Work the first example. If I attend church in the morning, I shall see you. The birds were up before you. Always read slowly. You should be more careful. Always speak the truth. George is waiting for me. You might have called me. We shall go to-morrow. If I were teacher, I would not do so. I was in the house all day.

*You may write five sentences, using the **indicative mode** of expression; five, using the **potential**; five, using the **subjunctive**; and five, using the **imperative**.*

Explain each mode.

Model.— — is an expression in the — **mode**, because

it expresses	{	assertion.
		possibility, obligation.
		doubt.
		command.

181. TENSE.

The word **tense** means **time**.

A verb is in the **present tense**, when it represents something as taking place at the **present time**:

as, Samuel *helps* his brother.

A verb is in the **past tense**, when it represents something as having taken place in **past time**:

as, Jacob *helped* build the house.

A verb is in the **future tense**, when it represents something that will occur in the **future**:

as, William *will help* carry the table.

A verb is in the **present perfect tense**, when it represents some action as completed at the present time.

Examples.

1. We *have helped* her.
2. He *has bought* the book.

A verb is in the **past perfect tense**, when it represents some action as having been completed, at or before some **past time**.

Example.

They *had gone* away.

A verb is in the **future perfect tense**, when it represents some action that will take place before some fixed time in the **future**.

Example.

I *shall soon have finished* my work.

Subjunctive Forms.

The **present subjunctive**, "if I be, if you be, if he be," seems to be an elliptical form for, if I should be, etc.

These elliptical expressions (if I be, if it snow, etc.), although formerly in frequent use, are now **properly** used in reference to **future** time.

Whenever the condition refers to **present** time, the **present indicative** form should be used :

as, If William is here (now), I will see him.

The **subjunctive past** of the verb **be** is used chiefly to express a wish, or a mere supposition contrary to fact :

as, If I *were* you, I would go.

NOTE.—The **tenses** of the Potential Mode are forms, used to accompany those of the Indicative Mode, and their use is best acquired by practice.

152. WORK FOR THE CLASS.

*You may tell the **tenses** of the verbs in the sentences given below.*

I study my lessons willingly. I read the story distinctly. I will sew the dress neatly. I have walked a mile and I will rest. I shall have read the book before school-time. The boys had gone out before I called.

Write other verbs, and after each write the name of its tense. Explain each one.

You may write six sentences, containing verbs in the tenses mentioned below. Explain each tense.

Present tense, past, future, present perfect, past perfect, and future perfect.

133. AUXILIARY VERBS.

The verbs **shall, will, have, had, may, might,** and others used in forming the different modes and tenses, are called **auxiliary verbs**.

Use of Shall and Will.

Shall used with a subject in the first person denotes **simple intention**:

as, I *shall* go to-morrow.

Will used with a subject in the first person denotes **determination**:

as, I *will* go to-morrow.

When used with a subject in the second or third person, **will** denotes **simple intention**; **shall** implies **determination** (on the part of the speaker), in the form either of a **command** or a **promise**.

Examples.

1. He will return soon.
2. You will see the picture.
3. Thou shalt not steal.
4. He shall row the boat.
5. The book shall be returned.

134. WORK FOR THE CLASS.

*You may write the following sentences, supplying in each, one or both of the words **shall** or **will**.*

He —— be killed; nobody —— rescue him. She —— see him to-morrow. I —— write a letter to-day. I —— try to meet you at the lecture. It —— be done. —— I be allowed to occupy that room? Do you think the book —— sell? You —— do it, for I —— compel you. I —— go, and you —— not prevent me I —— call upon her, if she desires it.

155. KINDS OF PARTICIPLES.

There are two participles, the **imperfect** and the **past (perfect)**.

They have no tenses, but simply express **incomplete** or **complete** action.

The **imperfect participle** always ends in **ing**.

The **past (perfect) participle** commonly ends in **d, t, or n**. **Having**, prefixed to the **past participle**, forms the **compound perfect participle**.

Examples.

<i>Imperfect Participle.</i>	<i>Past (Perfect) Participle.</i>	<i>Compound Perfect Participle.</i>
walking	walked	having walked.

The **imperfect active participle** is sometimes used in a **passive sense**:

as, The house is building.

The **past (perfect) participle** is always **passive**:

as, A nail well driven will support a great weight.

156. WORK FOR THE CLASS.

*You may write the sentences given below, using in each, one of the words, **stop, stopping, stay, or staying**.*

Stop, means to cease to go forward.

Stay, means to remain, to abide, or dwell.

I do not like to —— at home. Where are you ——?
The boy —— in the street. I am going to —— a week in the city. I do not like to —— so suddenly. She ran around the house twice, without ——. We are —— at the hotel.

137. REGULAR AND IRREGULAR VERBS.

A verb that forms its past tense and past (perfect) participle, by adding **d** or **ed** to the **present tense**, is called a **regular verb**:

Examples.

<i>Present</i> , Love.	<i>Past</i> , Loved.	<i>Past Participle</i> , Loved.
<i>Present</i> , Walk.	<i>Past</i> , Walked.	<i>Past Participle</i> , Walked.

A verb that does not form its past tense and past participle, by the addition of **d** or **ed** to the **present tense**, is called an **irregular verb**:

Examples.

<i>Present</i> , Bite.	<i>Past</i> , Bit.	<i>Past Participle</i> , Bitten.
<i>Present</i> , Draw.	<i>Past</i> , Drew.	<i>Past Participle</i> , Drawn.
<i>Present</i> , Hear.	<i>Past</i> , Heard.	<i>Past Participle</i> , Heard.

A verb which can be used in but part of the modes and tenses is a **defective verb**:

as: *Present*, Ought.

The forms of verbs, from which the different modes and tenses are derived, either with or without the use of auxiliary verbs, are called the **principal parts**.

They are the **Present Indicative**, the **Past Indicative**, and the **Past Participle**.

Giving the different modes and tenses of a verb in regular order, is called **conjugation**.

The regular arrangement of the forms of one person and number of a verb in all its modes and tenses, is called **synopsis**.

158. CONJUGATION OF THE VERB *GIVE*.

Principal Parts.

<i>Pres.</i>	<i>Past.</i>	<i>Past. Par.</i>
give.	gave.	given.

Indicative Mode.

Present Tense.

SINGULAR.	PLURAL.
1. I give.	1. We give.
2. { You give, or Thou givest.	2. You give.
3. He gives.	3. They give.

Past Tense.

SINGULAR.	PLURAL.
1. I gave.	1. We gave.
2. { You gave, or Thou gavest.	2. You gave.
3. He gave.	3. They gave.

Future Tense.

SINGULAR.	PLURAL.
1. I shall give.	1. We shall give.
2. { You will give, or Thou wilt give.	2. You will give.
3. He will give.	3. They will give.

Present Perfect Tense.

SINGULAR.	PLURAL.
1. I have given.	1. We have given.
2. { You have given, or Thou hast given.	2. You have given.
3. He has given.	3. They have given.

Past Perfect Tense.

SINGULAR.	PLURAL.
1. I had given.	1. We had given.
2. { You had given, or Thou hadst given.	2. You had given.
3. He had given.	3. They had given.

Future Perfect Tense.

SINGULAR.	PLURAL.
1. I shall have given.	1. We shall have given.
2. { You will have given, or Thou wilt have given.	2. You will have given.
3. He will have given.	3. They will have given.

Potential Mode.

Present Tense.

SINGULAR.	PLURAL.
1. I may give.	1. We may give.
2. { You may give, or Thou mayst give.	2. You may give.
3. He may give.	3. They may give.

Past Tense.

SINGULAR.	PLURAL.
1. I might give.	1. We might give.
2. { You might give, or Thou mightst give.	2. You might give.
3. He might give.	3. They might give.

Present Perfect Tense.

SINGULAR.	PLURAL.
1. I may have given.	1. We may have given.
2. { You may have given, or Thou mayst have given.	2. You may have given.
3. He may have given.	3. They may have given.

Past Perfect Tense.

SINGULAR.	PLURAL.
1. I might have given.	1. We might have given.
2. { You might have given, or Thou mightst have given	2. You might have given.
3. He might have given:	3. They might have given.

Subjunctive Mode.

Present Tense.

SINGULAR.

1. If I give.
2. { If you give, or
 { If thou give.
3. If he give.

PLURAL.

1. If we give.
2. If you give.
3. If they give.

Past Tense.

SINGULAR.

1. If I gave.
2. { If you gave, or
 { If thou gave.
3. If he gave.

PLURAL.

1. If we gave.
2. If you gave.
3. If they gave.

Imperative Mode.

Present Tense.

SINGULAR.

2. Give (you or thou).

PLURAL.

2. Give (you).

Infinitives.

Present Tense.

to give

Present Perfect Tense.

to have given

Participles.

Present.

giving

Past.

given

Past Perfect.

having given

159. WORK FOR THE CLASS.

Use of saw; have seen.

You may write the sentences given below, supplying in each the words saw, or have seen.

When the time referred to reaches to the present, **have seen** must be used; in all other cases, **saw** is proper.

I never —— so large a crowd before. I —— a comet once. When I was in Italy, I never —— so beautiful a sunset. We —— the paintings before. James says he —— the ocean. The people of South America —— the eclipse. You never —— a larger house.

160. THE VERB BE.

Indicative Mode.

Present Tense.

SINGULAR.	PLURAL.
1. I am.	1. We are.
2. Thou art.	2. You are.
3. He is.	3. They are.

Past Tense.

SINGULAR.	PLURAL.
1. I was.	1. We were.
2. Thou wast.	2. You were.
3. He was.	3. They were.

Future Tense.

SINGULAR.	PLURAL.
1. I shall or I will be.	1. We shall or will be.
2. Thou wilt or thou shalt be.	2. You will or shall be.
3. He will or shall be.	3. They will or shall be.

Present Perfect Tense.

SINGULAR.	PLURAL.
1. I have been.	1. We have been.
2. Thou hast been.	2. You have been.
3. He has been.	3. They have been.

Past Perfect Tense.

SINGULAR.	PLURAL.
1. I had been.	1. We had been.
2. Thou hadst been.	2. You had been.
3. He had been.	3. They had been.

Future Perfect Tense.

SINGULAR.	PLURAL.
1. I shall or will have been.	1. We shall or will have been.
2. Thou wilt or shalt have been.	2. You will or shall have been.
3. He will or shall have been.	3. They will or shall have been.

Potential Mode.*Present Tense.*

SINGULAR.

1. I may be.
2. Thou mayst be.
3. He may be.

PLURAL.

1. We may be.
2. You may be.
3. They may be.

Past Tense.

SINGULAR.

1. I might be.
2. Thou mightst be.
3. He might be.

PLURAL.

1. We might be.
2. You might be.
3. They might be.

Present Perfect Tense.

SINGULAR.

1. I may have been.
2. Thou mayst have been.
3. He may have been.

PLURAL.

1. We may have been.
2. You may have been.
3. They may have been.

Past Perfect Tense.

SINGULAR.

1. I might have been.
2. Thou mightst have been.
3. He might have been.

PLURAL.

1. We might have been.
2. You might have been.
3. They might have been.

161. WORK FOR THE CLASS.

Use of love and like.

You may write the sentences given below, supplying in each, one of the words love, or like.

Like implies the feeling of a moderate degree of pleasure; **love** implies an intense feeling of pleasure, resulting in devotion or self-sacrifice.

I —— all kinds of vegetables. She shows her —— by what she does. I do —— apples. I —— peaches better than apples. I —— to watch the sun set. A person will do more

for —— of another, than for any thing else. Hattie says she does —— her mother.

162. WORK FOR THE CLASS.

*Use of **taste**, **tasted**, **tastes**.*

*You may write the sentences given below, supplying in each, one of the words **taste**, **tasted**, or **tastes**.*

When **taste** is used as a **transitive verb**, it should not be followed by **of**.

Will you let me —— that apple? Have you —— the lemon juice? I should like to —— that cake. Willie says he has —— the medicine. May I —— the peach?

The intransitive verb **tastes** is often followed by **of**.

The cheese —— fish. The ice-cream —— salt. The water —— soda.

NOTE.—Some verbs are followed by a preposition, both in the active and passive. The preposition is then considered as part of the verb: as, *laugh at*.

163. SUPPLYING VERB-FORMS.

*Pupils may write the following forms, supplying some **verb** in the vacant places.*

Indicative Mode.

Present Tense.

SINGULAR.	PLURAL.
1. I ——.	1. We ——.
2. { You ——.	2. You ——.
{ Thou ——.	
3. He ——.	3. They ——.

Past Tense.

SINGULAR.	PLURAL.
1. I ———.	1. We ———.
2. { You ———.	2. You ———.
{ Thou ———.	
3. He ———.	3. They ———.

Future Tense.

SINGULAR.	PLURAL.
1. I shall ———.	1. We shall ———.
2. { You will ———.	2. You will ———.
{ Thou wilt ———.	
3. He will ———.	3. They will ———.

Present Perfect Tense.

SINGULAR.	PLURAL.
1. I have ———.	1. We have ———.
2. { You have ———.	2. You have ———.
{ Thou hast ———.	
3. He has ———.	3. They have ———.

Past Perfect Tense.

SINGULAR.	PLURAL.
1. I had ———.	1. We had ———.
2. { You had ———.	2. You had ———.
{ Thou hadst ———.	
3. He had ———.	3. They had ———.

Future Perfect Tense.

SINGULAR.	PLURAL.
1. I shall have ———.	1. We shall have ———.
2. { You will have ———.	2. You will have ———.
{ Thou wilt have ———.	
3. He will have ———.	3. They will have ———.

*Potential Mode.**Present Tense.*

SINGULAR.	PLURAL.
1. I may ———.	1. We may ———.
2. { You may ———.	2. You may ———.
{ Thou mayst ———.	
3. He may ———.	3. They may ———.

Past Tense.

- | SINGULAR. | PLURAL. |
|----------------------|---------------------|
| 1. I might ____. | 1. We might ____. |
| 2. { You might ____. | 2. You might ____. |
| { Thou mightst ____. | |
| 3. He might ____. | 3. They might ____. |

Present Perfect Tense.

- | SINGULAR. | PLURAL. |
|-------------------------|------------------------|
| 1. I may have ____. | 1. We may have ____. |
| 2. { You may have ____. | 2. You may have ____. |
| { Thou mayst have ____. | |
| 3. He may have ____. | 3. They may have ____. |

Past Perfect Tense.

- | SINGULAR. | PLURAL. |
|---------------------------|--------------------------|
| 1. I might have ____. | 1. We might have ____. |
| 2. { You might have ____. | 2. You might have ____. |
| { Thou mightst have ____. | |
| 3. He might have ____. | 3. They might have ____. |

Subjunctive Mode.

Present Tense.

- | SINGULAR. | PLURAL. |
|-------------------|------------------|
| 1. If I ____. | 1. If we ____. |
| 2. { If you ____. | 2. If you ____. |
| { If thou ____. | |
| 3. If he ____. | 3. If they ____. |

Past Tense.

- | SINGULAR. | PLURAL. |
|-------------------|------------------|
| 1. If I ____. | 1. If we ____. |
| 2. { If you ____. | 2. If you ____. |
| { If thou ____. | |
| 3. If he ____. | 3. If they ____. |

Imperative Mode.

Present Tense.

- | SINGULAR. | PLURAL. |
|------------------------|----------------|
| 2. ____ (you or thou). | 2. ____ (you). |

Infinitives.

Present Tense.

to ———

Present Perfect Tense.

to have ———

Participles.

Present.

——ing

Past.

——

Past Perfect.

having ——

CONJUGATION OF THE PASSIVE FORM OF THE VERB.

Indicative Mode.

Present Tense.

SINGULAR.

1. I am ——.
2. { You are ——, or
Thou art ——.
3. He is ——.

PLURAL.

1. We are ——.
2. You are ——.
3. They are ——.

Past Tense.

SINGULAR.

1. I was ——.
2. { You were ——, or
Thou wast ——.
3. He was ——.

PLURAL.

1. We were ——.
2. You were ——.
3. They were ——.

Future Tense.

SINGULAR.

1. I shall be ——.
2. { You will be ——, or
Thou wilt be ——.
3. He will be ——.

PLURAL.

1. We shall be ——.
2. You will be ——.
3. They will be ——.

Present Perfect Tense.

SINGULAR.

1. I have been ——.
2. { You have been ——, or
Thou hast been ——.
3. He has been ——.

PLURAL.

1. We have been ——.
2. You have been ——.
3. They have been ——.

Past Perfect Tense.

SINGULAR.

PLURAL.

- | | |
|---|-----------------------|
| 1. I had been ———. | 1. We had been ———. |
| 2. { You had been ———, or
Thou hadst been ———. | 2. You had been ———. |
| 3. He had been ———. | 3. They had been ———. |

Future Perfect Tense.

SINGULAR.

PLURAL.

- | | |
|---|-----------------------------|
| 1. I shall have been ———. | 1. We shall have been ———. |
| 2. { You will have been ———, or
Thou wilt have been ———. | 2. You will have been ———. |
| 3. He will have been ———. | 3. They will have been ———. |

*Potential Mode.**Present Tense.*

SINGULAR.

PLURAL.

- | | |
|---|---------------------|
| 1. I may be ———. | 1. We may be ———. |
| 2. { You may be ———, or
Thou mayst be ———. | 2. You may be ———. |
| 3. He may be ———. | 3. They may be ———. |

Past Tense.

SINGULAR.

PLURAL.

- | | |
|---|-----------------------|
| 1. I might be ———. | 1. We might be ———. |
| 2. { You might be ———, or
Thou mightst be ———. | 2. You might be ———. |
| 3. He might be ———. | 3. They might be ———. |

Present Perfect Tense.

SINGULAR.

PLURAL.

- | | |
|---|----------------------------|
| 1. I may have been ———. | 1. We may have been ———. |
| 2. { You may have been ———, or
Thou mayst have been ———. | 2. You may have been ———. |
| 3. He may have been ———. | 3. They may have been ———. |

Past Perfect Tense.

SINGULAR.

PLURAL.

- | | |
|---|------------------------------|
| 1. I might have been ———. | 1. We might have been ———. |
| 2. { You might have been ———, or
Thou mightst have been ———. | 2. You might have been ———. |
| 3. He might have been ———. | 3. They might have been ———. |

Subjunctive Mode.

Present Tense.

SINGULAR.

1. If I be ———.
2. { If you be ———, or
If thou be ———.
3. If he be ———.

PLURAL.

1. If we be ———.
2. If you be ———.
3. If they be ———.

Past Tense.

SINGULAR.

1. If I were ———.
2. { If you were ———, or
If thou wert ———.
3. If he were ———.

PLURAL.

1. If we were ———.
2. If you were ———.
3. If they were ———.

Imperative Mode.

Present Tense.

SINGULAR.

2. Be (you or thou) ———.

PLURAL.

2. Be (you) ———.

Infinitives.

Present Tense.

to be ———

Present Perfect Tense.

to have been ———

Participles.

Present.

being ———

Past.

been ———

Past Perfect.

having been ———

EXERCISE.

*Pupils may write from memory the conjugation of the verbs **hear** and **know**, in all their voices and modes.*

*Give all the modes and tenses of the verb **go**, in the second person, singular number.*

164. PROGRESSIVE FORMS.

The **progressive form of conjugation** represents the action **progressing: begun, but not finished.**

It is formed by prefixing **be** in all its modes and tenses to the present participle of a verb:

as, INDICATIVE MODE.—*Present Tense.*

I am seeking.	We are seeking.
You are seeking.	You are seeking.
He is seeking.	They are seeking.

The auxiliary **do** (does, did) is frequently used in **interrogative, negative, and emphatic** forms:

as, *Do you sing? I do not sing. I do sing.*

Number and Person of Verbs.

It has been customary to include **person** and **number** as properties of the verb; but the verb has not these properties in the same sense that nouns and pronouns have.

In the indicative present and present perfect, the form of the verb is changed when the subject is third person singular, see conjugation, p. 202?

The verb **be** is also varied in the present tense with a subject in the third person singular, see conjugation, p. 205.

A compound subject consisting of two or more singular nouns denoting different persons or things, and connected by **and**, is **plural**:

as, Greatness and goodness *are* not means but ends.

If the noun denotes the same or similar things, the subject usually is **singular**:

as, My classmate and partner *is* in the city.

A **compound subject**, consisting of **two** or **more singular nouns** connected by **or** or **nor**, is **singular**:

as, Neither Mary nor Julia *was* at home.

If one of the nouns is **plural**, the subject is **plural**:

as, Either Mary or her sisters *are* here.

A **compound subject**, consisting of nouns or pronouns of different persons, is in the person of the word **nearest** the verb:

as, He and I have read.

When one of the nouns is affirmative and the other negative, the subject is **affirmative**:

as, Games, and not study, please him.

165. WORK FOR THE CLASS.

Use of neither, nor, and either, or.

*You may write the following sentences, supplying in each, one pair of the words **neither, nor, and either, or.***

—— the house —— the garden was sold. —— the lawyer —— his clerk was to blame. It will —— snow —— rain, for the clouds are dark. —— the carpenter —— his tools were there. She is —— active —— intelligent. —— you —— I must go. —— money —— men are needed. —— you —— I were to blame.

166. WORK FOR THE CLASS.

*You may write the following sentences, supplying in each, the words **nothing**, or **any thing**.*

I care —— about the matter. I know —— about the book. I can see —— wrong in it. He did not tell me ——.
I know ——, nor do I wish to know —— about the story.

167. PARTS OF SENTENCES TRANSPOSED.
USE OF THE COMMA.

1. Many speak with enthusiasm of Dickens as a writer.
2. Of Dickens as a writer, many speak with enthusiasm.
3. The money was put into the bank for safe-keeping.
4. For safe-keeping, the money was put into the bank.

A transposed part of a sentence, is set off from the rest of the sentence by a comma.

You may rewrite the following sentences, transposing a part of each, as in the examples 2 and 4.

The man was sent to jail for stealing a horse. Elmer received a prize for writing the best composition. The robins were gathering straws to build their nest. The children could not play out-of-doors because of the cold. The boys could not float down the river as the water was so low. Susie and her mother came instead of Joe and his father.

168. RULES FOR PUNCTUATION.

I. The Period (.).

*1. Place a period at the close of a **declarative** or **imperative** sentence.*

Examples.—Hazel-nuts grow on bushes. Come here, Rover.

2. *Place a period after each abbreviated word.*

Examples.—Mr. U. S. Hon. Mrs.

3. *Place a period after every title, heading, or number written in Roman notation.*

Examples.—A Brief History of the United States.

Chapter I. treating of the Gauls and the Romans.

II. The Interrogation Point (?).

An interrogation point should be placed at the end of every interrogative sentence.

Examples.—Do you like to skate? Shall we go to the pond?

III. The Exclamation Point (!).

An exclamation point should be placed at the end of every exclamatory sentence.

Examples.—O, what can we do! See that boy!

IV. The Comma (,).

1. *A phrase out of its natural order, or not closely connected with the word which it modifies, should be set off by a comma, or commas.*

Example.—In South America, monkeys have a curious way of crossing a river.

2. *An explanatory modifier which does not limit the modified term or unite with it, is set off by a comma, or commas.*

Example.—New York, the metropolis of New York State, is a very large city.

3. *A participle, when used as an adjective modifier, with the words belonging to it, is set off by a comma, or commas.*

Example.—Sleep, coming to us at night, brings the needed rest.

4. *Parts of a compound predicate, and other parts of a sentence, when they are long, or differently modified, are set off by a comma, or commas.*

Examples.—The children laughed, clapped their hands, and went on with the game.

Oats are given to horses as their chief food, and oat-meal made from them is valued for table use.

5. *An independent phrase or word is set off by a comma, or commas.*

Example.—William, this, then, is your knife.

6. *One term that is connected with another by or, and is nearly the same in meaning, is set off by a comma, or commas.*

Example.—Umbrellas, or parasols, are carried to protect us from sun and rain.

7. *The adjective clause, when not restrictive, is set off by a comma, or commas.*

Example.—Barley, which is used in some countries for bread, is largely used in this country for brewing beer.

8. *Connected words and phrases, unless the conjunctions are expressed, are set off by a comma, or commas.*

Example.—Wheat, rice, and buckwheat furnish us flour.

9. *The **adverb clause**, when it does not closely follow or restrict the word it modifies, is set off by a comma, or commas.*

Example.—When winter comes, there are no wild flowers seen.

10. *A **noun clause**, used as a noun complement, is set off by a comma, or commas.*

Example.—Captain Perry's message was, "We have met the enemy and they are ours."

11. *A **direct quotation**, when short and not formally introduced, is set off by a comma.*

Example.—General Lyon said, "Come on, brave men, I will lead you."

12. ***Independent clauses**, when short and closely connected, are set off by a comma, or commas.*

Example.—His horse stumbled, the guide shouted, the man leaped to the rock and saved his life.

V. The Semicolon (;).

*The **semicolon** is used to separate simple clauses, and compound or complex clauses.*

Example.—The magpie's head, neck, and back are black; throat, gray; shoulders, white; wings, blue; and tail, long.

VI. The Colon (:).

* 1. *The **colon** is used to separate the clauses of a compound sentence, when the semicolon has been used in dividing the parts of the clauses.*

Example.—"Yes, summer has come, and the cuckoo sings his song through woodland and hollow :

"The summer has come ; if you don't believe me,
You have only to ask the swallow."

2. *A direct quotation of some length and formally introduced, is set off by a colon.*

Example.—Remember the saying : "He who buys what he does not need, will often need what he can not buy."

VII. The Parenthesis ().

When an expression occurs in the body of a sentence, and is nearly independent of it, it may be inclosed in a parenthesis.

Example.—Write an account of the air-pump (after reading the one in your philosophy), using as many kinds of verb-forms as you can.

VIII. The Dash (—).

1. *The dash is used where the sentence breaks off abruptly. A pair of dashes may be used instead of a parenthesis.*

Examples.—"The boy—O where was he?" The pigeon—which is another name for the dove—has very strong wings.

2. *The dash is often used before a statement of particulars.*

Example.—There were four birds in the cage—a sparrow, a canary, a bluebird, and a robin.

IX. Quotation Marks (" ").

1. *Quotation marks are used to inclose a quoted passage or word.*

Example.—George said: "Bring me a ladder, quick!"

2. *If a quotation is contained within a quotation, single marks are used.*

Example.—The author said: "The lecturer ended by saying, 'The way of the transgressor is hard.'"

X. The Apostrophe (').

1. *The apostrophe is used to denote the omission of letters.*

Example.—Couldn't you go to Saratoga with me?

2. *The apostrophe is used to give the plural form to letters, figures, and characters.*

Examples.—Mind your p's and q's. Cast out the 9's.

Make your + 's and — 's with care.

3. *The apostrophe is used to denote the possessive case of nouns.*

Examples.—The boy's hat is a new one.

The boys' game is over.

XI. The Hyphen (-).

1. *The hyphen is used to unite the parts of a compound word.*

Example.—Have you seen a lime-kiln?

2. *The hyphen is used to mark the separation of a word into syllables.*

Example.—Divide comprehend in this way: com-pre-hend.

169. SYNOPSIS OF THE PARTS OF SPEECH.

- | | | | | |
|-----------------|---|---------------------------|---|-------------|
| 1. Nouns..... | { | PROPER. | { | Abstract. |
| | | COMMON..... | | Collective. |
| | | | | Verbal. |
| 2. Pronouns.... | { | PERSONAL. | | |
| | | CONJUNCTIVE, OR RELATIVE. | | |
| | | INTERROGATIVE. | | |
| | | ADJECTIVE. | | |

Nouns and pronouns have the following properties:

1. Gender. 2. Number. 3. Person. 4. Case.

- | | | | | |
|---------------|---|---------------|---|------------|
| 3. Verbs..... | { | TRANSITIVE. | { | Regular. |
| | | INTRANSITIVE. | | Irregular. |

Verbs have the following properties:

1. Voice. 2. Mode. 3. Tense.
4. Person. 5. Number.

Verbs have the following special forms:

1. The Participle. 2. The Infinitive.

- | | | |
|------------------|---|-------------|
| 4. Adjectives... | { | LIMITING. |
| | | QUALIFYING. |

- | | | |
|-----------------|---|---------|
| 5. Adverbs..... | { | TIME. |
| | | PLACE. |
| | | DEGREE. |
| | | MANNER. |

Adjectives and Adverbs have Comparison.

6. Prepositions.

- | | | |
|------------------|---|--------------|
| 7. Conjunctions. | { | CO-ORDINATE. |
| | | SUBORDINATE. |

8. Interjections.

170. HOW TO ANALYZE SENTENCES.

State whether the sentence is $\left\{ \begin{array}{l} \text{simple,} \\ \text{complex, or} \\ \text{compound,} \end{array} \right.$ and $\left\{ \begin{array}{l} \text{declarative,} \\ \text{interrogative,} \\ \text{imperative, or} \\ \text{exclamatory.} \end{array} \right.$

If the sentence is *simple*,—

Point out $\left\{ \begin{array}{l} \text{subject,} \\ \text{predicate, and} \\ \text{complement (if used).} \end{array} \right.$

Name modifiers of $\left\{ \begin{array}{l} \text{subject,} \\ \text{predicate, and} \\ \text{complement.} \end{array} \right.$

State whether these modifiers are $\left\{ \begin{array}{l} \text{adjective} \\ \text{or} \\ \text{adverbial} \end{array} \right. \left\{ \begin{array}{l} \text{words} \\ \text{or} \\ \text{phrases.} \end{array} \right.$

Separate each phrase into its parts.

Mention independent $\left\{ \begin{array}{l} \text{words or} \\ \text{phrases.} \end{array} \right.$

State what connecting-words—conjunctions—(if any) are used.

If the sentence is *complex*,—

Point out $\left\{ \begin{array}{l} \text{subject,} \\ \text{predicate, and} \\ \text{complement (if used)} \end{array} \right\}$ of the principal clause.

Name modifiers of $\left\{ \begin{array}{l} \text{subject,} \\ \text{predicate, and} \\ \text{complement.} \end{array} \right.$

State whether these modifiers are $\left\{ \begin{array}{l} \text{adjective} \\ \text{or} \\ \text{adverbial} \end{array} \right. \left\{ \begin{array}{l} \text{words,} \\ \text{phrases, or} \\ \text{clauses.} \end{array} \right.$

Separate each phrase, mentioned above, into its parts.

Point out connecting-word $\left\{ \begin{array}{l} \text{conjunctive pronoun,} \\ \text{conjunctive adverb, or} \\ \text{conjunction} \end{array} \right\}$ introducing each clause.

Analyze each clause, using form given for the *simple sentence*.

If the sentence is *compound*,—

Point out each member.

Analyze each member: if *simple*, using form given for the *simple sentence*; if *complex*, using form given for the *complex sentence*.

NOTE.—If the sentence is poetical, rearrange the words in the order of prose and supply necessary words in parentheses before analyzing.

171. SELECTIONS FOR ANALYSIS.

I.

That action is best which¹ procures the greatest happiness for the greatest numbers.

HUTCHINSON.

II.

Some books are to be tasted; others,² to be swallowed; and some few,³ to be chewed and digested.

BACON.

III.

Charms strike the sight, but merit wins the soul.

POPE.

IV.

A wonderful stream is⁴ the River of Time,
As it runs⁵ through the realm of tears
With a faultless rhythm and a musical rhyme,⁶
And⁷ a broader sweep and a surge sublime
As it blends with the ocean of years.

BENJAMIN F. TAYLOR.

V.

Our grand business in life⁸ is not to see⁹ what¹⁰ lies dimly at a distance, but to do what lies clearly at hand.

CARLYLE.

¹ A clause introduced by "which" is an *adjective clause*. What noun does this clause limit?

² What verb is to be supplied?

³ What noun may be understood?

⁴ What two adverbial clauses limit *is*?

⁵ Ask the questions *where* and *how* to find the adverbial modifiers of *runs*.

⁶ Notice that the adverbial phrases following the comma, belong to the verb *blends*.

⁷ What preposition is understood?

⁸ *In life*, according to the sense, must limit *business*, and is therefore an *adjective phrase*.

⁹ Is *to see* an *infinitive phrase* used as a *noun complement*?

¹⁰ What is a "double relative pronoun," and equivalent to the two relatives *that* *which*. That is the *object complement* of *to see*, and *which* is the subject of *lies*.

VI.

The Romans worshiped their standard, and the Roman standard happened to be an eagle. Our standard is only one tenth of an eagle,—a dollar,—and we make all even by loving it with tenfold devotion.

EDGAR ALLAN POE.

VII.

And what is so rare as a day in June?

Then, if ever, come perfect days;

Then Heaven tries the earth if it be in tune,

And over it softly her warm ear lays.

JAMES RUSSELL LOWELL.

VIII.

Pride is as loud a beggar as Want,¹ and a good deal more saucy. When you have bought one fine thing, you must buy ten more, that your appearance may be all of a piece; but it is easier to suppress the first desire than to satisfy all that follow it.

BENJAMIN FRANKLIN.

IX.

The breaking waves dashed high on a stern and rock-bound coast,

And the woods against a stormy sky their giant branches tossed,

And the heavy night hung dark the hills and waters o'er,²

When a band of exiles moored their bark on the wild New England shore.

MRS. HEMANS.

X.

Beside yon straggling fence that skirts the way

With blossomed furze unprofitably gay,

There, in his noisy mansion, skilled to rule,

The village master³ taught³ his little school.

A man severe he was and stern to view,

I knew him well, and every truant knew;

¹ What verb is understood?

² In prose, what would be the position of *o'er* (over)?

³ When rearranging sentence place the modifiers near the word they modify.

Well had the boding tremblers learned to trace
A day's disasters in his morning face ;
Full well they laughed with counterfeited glee
At all his jokes, for many a joke had he ;
Full well the busy whisper circling round,
Conveyed the dismal tidings when he frowned.

GOLDSMITH.

XI.

Little minds are tamed and subdued by misfortune : but
great minds rise above it.

WASHINGTON IRVING.

XII.

Surely happiness is reflective, like the light of heaven : and
every countenance bright with smiles and glowing with innocent
enjoyment is a mirror transmitting to others the rays of a
supreme and ever-shining benevolence.

WASHINGTON IRVING.

XIII.

Dreams,¹ books, are each a world ; and² books, we know,
Are a substantial world, both pure and good ;
Round these, with tendrils strong as flesh and blood,
Our pastime and our happiness will grow.

WORDSWORTH.

XIV.

Life ! We've been long together,
Through pleasant and through cloudy weather ;
'Tis hard to part when friends are dear—
Perhaps it will cost a sigh, a tear ;
Then steal away, give little warning,
Choose thine own time ;
Say not good-night,—but in some brighter clime
Bid me good-morning.

MRS. BARBAULD.

¹ What connecting-word is understood ?

² *And* connects what goes before with what follows.

XV.

Youth! youth! how buoyant are thy hopes! They turn
Like marigolds toward the sunny side.

JEAN INGELOW.

XVI.

Whatever¹ I have tried to do in my life, I have tried with all my heart to do² well. What³ I have devoted myself to, I have devoted myself to⁴ completely. Never to put my hand to any thing on which I would not throw my whole self, and never to affect depreciation of my work, whatever it was, I find to have been my golden rules.

CHARLES DICKENS.

XVII.

Look not mournfully into the past; it comes not back again. Wisely improve the present; it is thine. Go forth to meet the shadowy future without fear and with a manly heart.

LONGFELLOW.

XVIII.

What men want is not talent, it is purpose; not the power to achieve, but the will to labor.

BULWER-LYTTON.

XIX.

Flag⁵ of the free hearts' hope and home,
By angel hands to valor given,
Thy stars have lit the welkin dome,
And all thy hues were born in heaven.
Forever float that standard sheet!

Where breathes the foe that falls before us,
With freedom's soil beneath our feet,
And freedom's banner streaming o'er us?

JOSEPH R. DRAKE.

¹ *Whatever equals that which.*

² *Is that or which the object complement of to do?*

³ *What may be divided into what two words?*

⁴ *Name the object of to.*

⁵ *If flag is independent, all its modifiers must be analyzed with it and kept apart from the sentence proper.*

XX.

How beautiful is the summer night, which is not night, but¹ a sunless, yet unclouded day, descending upon earth with dews, and shadows, and refreshing coolness! How beautiful² the long, mild twilight, which, like a silver clasp, unites to-day with yesterday! How beautiful² the silent hour, when morning and evening thus sit together, hand in hand, beneath the starless sky of midnight! From the church tower in the public square the bell tolls the hour, with a soft, musical chime; and the watchman, whose watch-tower is the belfry, blows a blast in his horn for each stroke of the hammer; and four times to the four corners of the heaven, in a sonorous voice he chants,—

“Ho! watchman, ho!³ twelve is the clock!
 God keep our town from fire and brand,
 And hostile hand! twelve is the clock!”

LONGFELLOW, in “A Swedish Night.”

XXI.

The books which help you most are those which make you think most. The hardest way of learning is by easy reading; but a great book that comes from a great thinker,—it is a ship of thought, deep freighted with truth and with beauty.

THEO. PARKER.

XXII.

There is a pleasure in the pathless woods,
 There is a rapture on the lonely shore;
 There is society where none intrudes
 By the deep sea, and music in its roar.
 I love not man the less but Nature more,
 From these our interviews, in which I steal
 From all I may be, or have been before,
 To mingle with the universe, and feel
 What I can ne’er express, yet can not all conceal.

BYRON.

¹ Supply *which is*.

² What verb is understood?

³ Supply a preposition to govern *twelve*.

XXIII.

A cheerful temper, joined with innocence, will make beauty attractive, knowledge delightful, and wit good-natured. It will lighten sickness, poverty, and affliction, convert ignorance into an amiable simplicity, and render deformity itself agreeable.

JOSEPH ADDISON.

XXIV.

Lives nobly ended make the twilights long,
And keep in tune God's nightingales of song.

B. F. TAYLOR.

XXV.

Ruskin's advice is: "Make yourselves nests of pleasant thoughts. None of us yet know, for none of us have been taught in early youth, what fair palaces we may build of beautiful thoughts, proof against all adversity. Bright fancies, satisfied memories, noble histories, faithful sayings, treasure-houses of precious and restful thoughts, which care can not disturb, nor pain make gloomy, nor poverty take away from us—houses built without hands for our souls to live in."

XXVI.

As we proceeded, the timid approach of twilight became more perceptible; the intense blue of the sky began to soften; the smaller stars, like little children, went first to rest; the sister beams of the Pleiades soon melted together; but the bright constellations of the west and north remained unchanged. Steadily the wondrous transfiguration went on. Hands of angels hidden from mortal eyes shifted the scenery of the heavens; the glories of the night dissolved into the glories of the dawn. The blue sky now turned more softly gray; the great watch-stars shut up their holy eyes; the east began to kindle. Faint streaks of purple soon blushed along the sky; the whole celestial conclave was filled with the inflowing tides of morning light, which came pouring down from above in one great ocean of radiance; till at length, as we reached the Blue Hills, a flash of purple fire blazed out from above the horizon,

and turned the dewy tear-drops of flower and leaf into rubies and diamonds. In a few seconds the everlasting gates of the morning were thrown wide open, and the lord of day, arrayed in glories too severe for the gaze of man, began his state.

EVERETT.

172. LIST OF IRREGULAR VERBS.

<i>Present.</i>	<i>Past.</i>	<i>Past Participle.</i>
am or be,	was, 7	been.
arise,	arose,	arisen.
bear (to bring forth),	bore or <i>bare</i> ,	born.
hear (to uphold),	bore, <i>bare</i> ,	borne.
beat,	beat,	beat or <i>beaten</i> .
begin,	began,	begun.
bid,	bid, bade,	bid, <i>bidden</i> .
bite,	bit,	bit, <i>bitten</i> .
blow,	blew,	blown.
break,	broke, <i>brake</i>,	broken.
chide,	chid,	chid, <i>chidden</i> .
choose,	chese,	chosen.
cleave (to split),	cleft, <i>clove</i>,	cleft, <i>cloven</i> .
come,	came,	come.
do,	did,	done.
draw,	drew,	drawn.
drink,	drank,	drunk, <i>drank</i> .
drive,	drove,	driven.
eat,	ate, eat,	eat, <i>eaten</i> .
fall,	fell,	fallen.
fly,	flew,	flown.
forbear,	forbore,	forborne.
forget,	forgot,	forgot, <i>forgotten</i> .
forsake,	forsook,	forsaken.
freeze,	froze,	frozen.
get,	got,	got, <i>gotten</i> .

NOTE.—Old forms are printed in Italics.

<i>Present.</i>	<i>Past.</i>	<i>Past Participle.</i>
give,	gave,	given.
go,	went,	gone.
grow,	grew,	grown.
hide,	hid,	hid, <i>hidden.</i>
hold,	held,	held, <i>holden</i>
know,	knew,	known.
lade (to load),*	laded,	laden.
lie (to recline),	lay,	lain.
ride,	rode,	ridden.
ring,	rung, <i>rang,</i>	rung.
rise,	rose,	risen.
run,	ran, <i>run,</i>	run.
see,	saw,	seen.
shake,	shook,	shaken.
shrink,	shrank, <i>shrank,</i>	shrunk.
sing,	sung, <i>sang,</i>	sung.
sink,	sunk, <i>sank,</i>	sunk.
slay,	slew,	slain.
smite,	smote,	smitten, <i>smit.</i>
speak,	spoke, <i>spake,</i>	spoken.
spin,	spun, <i>span,</i>	spun.
spring,	sprung, <i>sprang,</i>	sprung.
steal,	stole,	stolen.
stride,	strode,	stridden.
strive,	strove,	striven.
swear,	swore,	sworn.
swim,	swum, <i>swam,</i>	swum
swing,	swung, <i>swang,</i>	swung.
take,	took,	taken.
tear,	tore,	torn.
throw,	threw,	thrown.
tread,	trod,	trod or <i>trodden.</i>
wear,	wore,	worn.
write,	wrote,	written.
weave,	wove,	wove, <i>woven.</i>

* Lade, *to dip*, is regular.

IRREGULAR VERBS WHOSE PAST TENSE AND PAST PARTICIPLES ARE ALIKE.

<i>Present.</i>	<i>Past.</i>	<i>Past Participle.</i>
abide,	abode,	abode.
bend,	bent,	bent.
beseech,	besought,	besought.
bind,	bound,	bound.
bleed,	bled,	bled.
breed,	bred,	bred.
bring,	brought,	brought.
burst,	burst,	burst.
buy,	bought,	bought.
cast,	cast,	cast.
catch,	caught,	caught.
cling,	clung,	clung.
cost,	cost,	cost.
creep,	crept,	crept.
cut,	cut,	cut.
dig,	dug,	dug.
feed,	fed,	fed.
feel,	felt,	felt.
fight,	fought,	fought.
find,	found,	found.
flee,	fled,	fled.
fling,	flung,	flung.
grind,	ground,	ground.
have,	had,	had.
hear,	heard,	heard.
hit,	hit,	hit.
hurt,	hurt,	hurt.
keep,	kept,	kept.
lay,	laid,	laid.
lead,	led,	led.
leave,	left,	left.
lend,	lent,	lent.
let,	let,	let.
lose,	lost,	lost.

<i>Present.</i>	<i>Past.</i>	<i>Past Participle</i>
make,	made,	made.
mean,	meant,	meant.
meet,	met,	met.
pay,	paid,	paid.
put,	put,	put.
read,	read,*	read.*
rend,	rent,	rent.
rid,	rid,	rid.
say,	said,	said.
seek,	sought,	sought.
sell,	sold,	sold.
send,	sent,	sent.
set,	set,	set.
shed,	shed,	shed.
shoe,	shod,	shod.
shoot,	shot,	shot.
shut,	shut,	shut.
sit,	sat,	sat.
sleep,	slept,	slept.
slide,	slid,	slid.
sling,	slung,	slung.
slink,	slunk,	slunk.
slit,	slit,	slit, slitted
speed,	sped,	sped.
spend,	spent,	spent.
spit,	spit,	spit.
split,	split,	split.
spread,	spread,	spread.
stand,	stood,	stood.
stick,	stuck,	stuck.
sting,	stung,	stung.
strike,	struck,	struck.
string,	strung,	strung.
sweep,	swept,	swept.
teach,	taught,	taught.
tell,	told,	told.

* Pronounced *red*.

<i>Present.</i>	<i>Past.</i>	<i>Past Participle.</i>
think,	thought,	thought.
thrust,	thrust,	thrust.
weep,	wept,	wept.
win,	won,	won.
wind,	wound,	wound.
wring,	wrung,	wrung.

The following verbs are sometimes regular, and sometimes irregular, in the formation of their principal parts:—

<i>Present.</i>	<i>Past.</i>	<i>Past Participle.</i>
awake,	awoke, awaked,	awaked.
bereave,	bereft, bereaved,	bereft, bereaved.
blend,	blended,	blended, blent.
build,	built, builded,	built, builded.
burn,	burned, burnt,	burned, burnt.
cleave (to adhere),	cleaved, clave,	cleaved.
clothe,	clothed, clad,	clothed, clad.
crow,	crowed, crew,	crowed.
dare (to venture),	dared, durst,	dared.
deal,	dealt, dealed,	dealt, dealed.
dream,	dreamed, dreamt,	dreamed, dreamt.
dwell,	dwelt, dwelled,	dwelt, dwelled.
gild,	gilded, gilt,	gilded, gilt.
gird,	girded, girt,	girded, girt.
grave,	graved,	graven, graved.
hang,	hung, hanged,*	hung, hanged.
hew,	hewed,	hewed, <i>hewn</i> .
kneel,	knelt, kneeled,	knelt, kneeled.
knit,	knit, knitted,	knit, knitted.
light,	lighted, lit,	lighted, lit.
mow,	mowed,	mown, mowed.
pen (to inclose),	pent, penned,	pent, penned.
quit,	quit, quitted,	quit, quitted.

* Regular when it denotes the taking of life.

<i>Present.</i>	<i>Past.</i>	<i>Past Participle.</i>
rive,	rived,	riven, rived.
rot,	rotted,	rotten, rotted.
saw,	sawed,	sawn, sawed.
shape,	shaped,	shapen, shaped.
shave,	shaved,	shaven, shaved.
shear,	sheared,	sheared, <i>shorn</i> .
show,	showed,	shown, showed.
sow,	sowed,	sowed, <i>sown</i> .
spell,	spelt, spelled,	spelt, spelled.
spill,	spilt, spilled,	spilt, spilled.
strew,	strewed,	strewed, <i>strewn</i> .
strow,	strowed,	strowed, <i>strown</i> .
swell,	swelled,	swelled, <i>swollen</i> .
thrive,	thrived, <i>throve</i> ,	thriven, thrived.
wax,	waxed,	waxen, waxed.
whet,	whet, whetted,	whet, whetted.
work,	wrought, worked,	wrought, worked.

INDEX.

The numbers inclosed in parentheses refer to the pages in "Short Studies in English," upon which the same subjects are treated.

- ABBREVIATED Words, Period after, 124.
- Abstract Nouns, 81, (174).
- Actions Assumed and Predicated, 74, 75, (166, 167).
- Active Forms changed to Passive Forms, 52.
- Active Verbs, 52, 54.
- Adjective Clauses, Set off by Commas, 125, (212).
- Adjectives, Kinds of, 95, (187)
- Articles, 95.
- Comparison of, 96, (188, 189).
- Limiting, 95, (187).
- Proper, 98, (190).
- Qualifying, 95, (187).
- Adjective Pronouns, 99, (190, 191).
- Comparison of, 100, (192).
- Conjunctive, 65, 66, 100, (157, 158).
- Adverb Clauses, Comma after, 126, (213).
- Adverbial Clause, 65, (157).
- Adverbs, Kinds of, 99, (191, 192).
- Affirmative Subject, 122.
- Analysis, Selections for, 130.
- And, Use of, 121.
- Apostrophe, Use of the.
- Omission of words, 128, (215).
- Plural Forms, 128, (215).
- Possessive Case, 128, (215).
- Articles, 95.
- As, as a Relative Pronoun, 93.
- Assumed Actions, 74, 75, (166, 167).
- Auxiliary Verbs, 107, (199).
- BE, Conjugation of, 113, (203, 204).
- CASE, 87, (181).
- Nominative, 87, (181).
- Objective, 89, (181).
- Possessive, 88, (181).
- Same Case, 89, (182).
- Clause, 56, 57, (148, 149).
- Containing *What*, 64, (156).
- Where*, 72, (164).
- Which*, 62, (154).
- Who*, 56, (148).
- Whom*, 60, (152).
- Whose*, 59, (151).
- Clause, Adverbial, 65, (157).
- Clause as Object, 70, (162).
- Clause as Subject, 70, (162).
- Clause, Noun, 69, (161).
- Clauses of Compound Sentences,
- Colon after, 126, (213).
- Collective Nouns, 81, (174).
- Collective Nouns, Number of, 86.
- Colon, Use of.
- Clauses of a Compound Sentence, 126, (213).
- Direct Quotation, 126, (214).
- Comma placed after.
- Adjective Clauses, 125, (212).
- Adverb Clauses, 126, (213).

- Connected Words and Phrases, 125, (212).
- Direct Quotations, 125, (213).
- Explanatory Modifiers, 124, (211).
- Independent Clauses, 125, (213).
- Independent Phrases, 125, (212).
- Noun Clauses, 126, (213).
- Participles as Adjective Modifiers, 125, (212).
- Parts of a Compound Predicate, 125, (213).
- Phrases out of their proper order, 124, (211).
- Terms connected by *or*, 125, (212).
- Common Noun, 81, (101-103, 173).
- Comparison of Adjectives, 96, (188, 189).
- Comparison of Adverbs, 100, (192).
- Complements, 19, 37, (111, 114, 116).
- Adjective, 22, (114).
- Noun, 19, (111).
- Object, 24, (116).
- Review of, 31, (123).
- Complements changed to Explaining Nouns, 32, (124).
- Complex Sentence, 57, (149).
- Compound Perfect Participle, 108, (167).
- Compound Predicates, 48, (140).
- Compound Sentences, 50, (142).
- Compound Subject, 48, 121, (140).
- Person of, 122.
- Compound Words, Use of Hyphen with, 128, (215).
- Conjunctions, 101, (193).
- Co-ordinate, 101, (193).
- Correlative, 102, (194).
- Subordinate, 101, (194).
- Conjunctive Adverbs, 65, 66, 100, (157, 158).
- Conjunctive or Relative Pronouns, 92, (156, 185).
- As*, as a Relative Pronoun, 93.
- Part of a clause, 92, (185).
- That*, Use of, 92, (186).
- What*, Use of, 92, (185).
- Which*, Use of, 92, (185).
- Who*, Use of, 92, (185).
- Conjugation of Verbs, 109, (200-202).
- Conjunctive Pronouns, 64, (156, 185).
- Of the Passive Form, 118, (207-209).
- Of the verb *be*, 113, (203, 204).
- Of the verb *give*, 110, (200-202).
- Progressive Form of, 121.
- Connected Words and Phrases, Comma after, 125, (212).
- Contractions, 45, (137).
- List of, 46, (138).
- Co-ordinate Conjunctions, 101, (193).
- Correlative Conjunctions, 102, (194).
- DASH, Use of the, 127, (214).
- Declarative Sentence.
- Period after, 123, (210).
- Defective Verbs, 109.
- Diagramming, 14, 17, 42, 50, (106, 109, 134, 142).
- Direct Quotations.
- Colon after, 127, (214).
- Comma after, 126, (213).
- Do*, the Auxiliary, How Used, 121.
- EXCLAMATION Point, 124, (211).
- Exclamatory Sentences, Exclamation Point after, 124, (211).
- Exercise, Language (See Language Exercises).
- Explaining Nouns, 29, 30, (121, 122); and Noun Complements, 36, (128).
- FEMININE Gender, 82, (175).
- Forms of Conjunctive and Interrogative Pronouns, 93, (156, 157).
- Forms of Personal Pronouns, 91, (183, 184).
- Future Perfect Tense, 105, (198).
- Future Tense, 105, (197).
- GENDER, 82, (175, 176).
- Common, (note) 83.

- Feminine, 82, (175).
 Masculine, 82, (175).
 Neuter, 82, (175).
- HYPHEN, Use of, (215).
 Compound word, 128, (215).
 Syllables, 128, (215).
- IMPERATIVE Mode, 104, (196).
 Imperative Sentence, Period after, 123, (210).
 Imperfect Active Participle, 108.
 Imperfect Participle, 108.
 Independent Clauses, Comma after, 126, (213).
 Independent Phrases, 125.
 Indicative Mode, 103, (195).
 Infinitive Mode, 104, (169).
 Infinitives, 77, 78, (169, 170).
 As Modifiers, 77, (169).
 As Objects, 78, (170).
 As Subjects, 78, (170).
 To Omitted, 78, (170).
 Interrogation Point, 124, (211).
 Interrogative Pronouns, 93, (185).
 Interrogative Sentences, Interrogation Point after, 124, (211).
 Intransitive Verbs, 25, (117).
 Defined, 26, (118).
 Irregular Verbs, 109, 135, (199).
 List of, 135, 140.
- KINDS of Adjectives, 95, (187).
 Kinds of Adverbs, 99, (191, 192).
 Kinds of Nouns, 81, (173, 174).
- LANGUAGE Exercises, throughout Part II.
- Limiting Adjectives, 95, (187).
 Limiting Nouns, 29, (121).
- MASCULINE Gender, 82, (175).
 Modes, 103, (195, 196).
 Imperative, 104, (196).
 Indicative, 103, (195).
 Infinitive, 104, (169, 170).
 Potential, 103, (195).
 Subjunctive, 103, (196).
- Modifiers, Defined, 14, (106).
 Modifiers, Explanatory, Comma after, 124, (211).
- NEUTER Gender, 82, (175).
 Nominative Case, The, 87, (181).
- Nouns.
 Abstract, 81, (174).
 Collective, 81, (174).
 Common, 9, 10, 11, 81, (101-103, 173).
 Complements, 19, 20, (111).
 Explaining, 29, 30, (121, 122).
 Kinds of, 9, 81, (101, 173).
 Limiting, 29, (121).
 Possessive, changing to Prepositional Phrases, 42, (134).
 Proper, 10, 11, (102, 103, 173).
 Noun Clause, 69, (161).
 Noun Clauses, Set off by a Comma, 126, (213).
 Number, 84, (176, 177, 178).
 Collective Nouns, 86, (174).
 How determined, 86, (174).
 Plural, 84, (177).
 Plural of Nouns, How formed, 84, 85, (177).
 Singular, 84, (177).
- OBJECT after Verbs of *asking, teaching*, etc., 90.
 Object Clauses, 70, (162).
 Object Complements, 24, (116).
 Omission of words, Use of Apostrophe for, 128, (215).
- PARENTHESIS, Use of, 127, (214).
 Participles, 74, 75, (166, 167).
 Compound Perfect, 108.
 Imperfect, 108.
 Imperfect Active, 108.
 Past, 108.
 Participles as Adjective Modifiers, Comma after, 125, (212).

- Parts of a Compound Predicate,
Comma after, 125, (213).
- Parts of Speech and their Modifications, The, 81, (173).
- Parts of Speech, Synopsis of, 129, (216).
- Passive Form of the Verb, Conjugation of, 118, (207-209).
- Passive Verbs, 52, 54, (144, 146).
- Past Participle, 108, (199).
- Past Perfect Tense, 105, (198).
- Past Tense, 105, (197).
- Period placed after,
Abbreviated Words, 124, (211).
Declarative and Imperative Sentence, 123, (210).
Titles and Headings, 124 (211).
- Person,
Defined, 87, (179).
First, 87, (179).
Second, 87, (179).
Third, 87, (180).
- Personal Pronouns, 91, (183).
- Person of Compound Subject, 122.
- Phrases out of their Proper Order,
Comma after, 124, (211).
- Phrases, Prepositional, 39, (131).
Changing to Possessive Nouns,
40, 43, (132, 135).
- Plural Forms, Apostrophe used with,
128, (215).
- Plural Number, 84, (177).
- Plural of Nouns, How formed, 84, (177).
- Possessive Case, The, 88, (181).
- Possessive Case, Use of Apostrophe with, 128, (215).
- Possessive Nouns, changing to Prepositional Phrases, 42, (134).
- Potential Mode, 103, (195).
- Potential Mode, Tenses of, 106, (201).
- Predicate, The, 6, (98).
Consisting of a Number of Words, 7, (99).
Defined, 7, (99).
- Predicated Actions, 74, 75, (166, 167).
- Predicates, Compound, 48.
- Prepositional Phrases, 39, (131).
Changing to Possessive Nouns,
40, 43, (132, 135).
- Present Perfect Tense, 105, (198).
- Present Tense, 105, (197).
- Principal Parts of Verbs, 109, (199).
- Progressive Form, 121.
- Pronouns, 91, (183).
Adjective, 99, (190, 191).
Compound, 91, (184).
Conjunctive or Relative, 64, 65, 92, (156, 157, 185).
Forms of Conjunctive and Interrogative, 93, (185, 186).
Forms of Personal, 91, (183, 184).
Interrogative, 93, (185).
Personal, 91, (183).
- Proper Adjectives, 98, (190).
- Proper Noun, 81, (102, 103, 173).
- Punctuation, Rules for, 123, (210-215).
- QUALIFYING Adjectives, 95, (187).
- Quotations, 70, (70, 162).
- Quotation Marks, 70, (162).
- Quotation Marks, Use of.
Passage or Word quoted, 128, (215).
Within a Quotation, 128, (215).
- Quotation within a Quotation, Quotation Marks with, 128, (215).
- REGULAR Verbs, 109, (199).
- Review Exercises, 79, 80, (90, 91; 171, 172; 216).
- Rules for Punctuation, 123, (210-215).
- SELECTIONS for Analysis, 130.
- Semicolon, Use of, 126, (213).
- Sentence, Period after.
Declarative, 123, (210).
Imperative, 123, (210).
Transposed Part of, 123, (210).

Sentences, 1, (93).
 Complex, 57, (149).
 Compound, 50, (142).
 Explaining, 12, (104).
 Making, 15, (107).
 Uniting, 2, 12, 34, (94, 104).
 Shall and Will, Use of, 107.
 Singular Number, 84, (177).
 Singular Subject, How Used, 121.
 Subject, Clause as, 70, (162).
 Subject, Compound, 121.
 Singular, How Used, 121.
 Subject, The, 3, (95).
 Compound, 48, (140).
 Consisting of a Number of
 Words, 4, (96).
 Defined, 3, (95).
 Using Certain Words as, 4.
 Subjunctive Forms, 106.
 Subjunctive Mode, 103, (196).
 Subordinate Conjunctions, 101, (193,
 194).
 Supplying Verb Forms, 115, (204-
 209).
 Syllables, Use of Hyphen with, 128,
 (215).
 Synopsis of Parts of Speech, 129,
 (216).
 Synopsis of Verbs, 109.

TENSE, 105, (197).
 Future, 105, (197).
 Future Perfect, 105, (198).
 Past, 105, (197).
 Past Perfect, 105, (198).
 Present, 105, (197).
 Present Perfect, 105, (198).

Terms connected by *or*, 125.
That, Use of, 92.
 Titles and Headings, Period after,
 124, (211).
 Transitive Verbs, 25, (117, 118).
 Defined, 26, (118).
 Transposed Part of Sentence, 123,
 (211).

UNITING Sentences, 2, 12, 34, (94,
 104).

VERBS.

Active, 52, 54, (144, 146).
 Auxiliary, 107, (199).
 Conjugation of, 109-114, (200-202,
 203-209).
 Defective, 109.
Give, Conjugation of, 110, (200-
 202).
 Intransitive, 25, 26, (117, 118).
 Irregular, 109, (199).
 Participles, 108, (166, 167).
 Passive, 52, 54, (144, 146).
 Principal Parts of, 109, (199).
 Regular, 109, (199).
 Synopsis of, 109.
 Transitive, 25, 26, (117, 118).
 Verbal Nouns, 81, (169, 170).
 Verb Forms, Supplying of, 115, (204-
 209).

WHAT, Use of, 92.
Where, Clause containing, 78, (164).
Which, Use of, 92, (157).
Who, Use of, 92, (157).
Will and Shall, Use of, 107.

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